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ABSTRACT

Designed for use by employment counselors who are involved in employment counseling at the operational level, this learning module consists of printed self-sutdy materials dealing with the assessment component of employment counseling (ACEC). The module emphasizes a combined theory and practice instructional approach. Presented in the text of each of the five chapters are the following specified knowledge or skill components of the ACEC: initiating an ongoing collaborative relationship of mutual respect; relating the purpose of ACEC; eliciting from clients a statement of employment issue or concern; assisting clients in forming and clarifying constraint statements in identifying their strengths and barriers in relation to expressed employment/employability constraints, in clarifying underlying values and assumptions, in judging such values as constructive or self-defeating, and in formulating and committing themselves to more productive values or assumptions; helping clients to formulate, test, and validate contingency statements; and enabling clients to form an acceptable employment counseling goal. (MN)

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The Assessment Component of Employment Counselling

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Employment Counselling Division

Occupational and Career Analysis
and Development Branch

Canada Employment and
Immigration Commission

CE 031 872

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Attention: ACEC Co-ordinator

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PROLEGOMENON

Only a complex bureaucracy can fashion a title for a book as "The Assessment Component of Employment Counselling". Such a label comes from the same Branch that brought you other lengthy titles such as "The Canadian Classification and Dictionary of Occupations" and "Computerized Heuristic Occupational Information and Career Exploration System". The Branch title itself[1] has been crafted in this same cumbersome tradition. The ponderous prose of the bureaucracy, however, puts a premium on precision if not on pizazz.

Jim Boyle, who lead the development of this text explains the title as follows: "The assessment component of employment counselling is the first step of goal directed counselling; in this component a mutually agreed upon counselling goal is established. The assessment component ensures clarity and purpose to the employment counselling process." As Mr. Boyle explains, this text is one of a series and takes its place beside the first one to be developed which honours our tradition in its title "Using Tests in Employment Counselling". The development of the entire competency-based training program in employment counselling is under the direction of Mr. André Paquin, Director of the Employment Counselling Division.

D. Stuart Conger

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[1] Occupational and Career Analysis and Development Branch

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PREFACE[1]

If your project is for a year, sow a seed.
If it is for ten years, plant a tree.
If a hundred, teach the people.
(Chuang Tzu, c. 600 B.C.)

The Assessment Component of Employment Counselling (ACEC) Module is comprised of printed self-study materials, a workshop leaders guide, plus audio and audio-video aids complementing the materials.

Provided within this preface is a synopsis of the composition of the total ACEC Module materials. The synopsis consists of a statement of purpose, outline of the population to which the module is directed, instructional approach, assumptions underlying the module, estimated time required of participants to complete their study of the materials, a recommended study plan, and definitions of terms used. Such a synopsis allows you to gain a quick overview of the structure of the ACEC Module.

Module Goal and Objectives

The overall learning goal of the ACEC Module is to enable you as a CEIC employment counsellor to conduct an effective, efficient and humane ACEC in which non-job-ready CEIC worker-clients become more enabled to creatively and adaptively manage their integration into our Canadian labour market.

When you have successfully completed this Module, you will be able to:

1. Demonstrate a working knowledge of the ten tasks of the assessment component of employment counselling;
2. Assist clients to identify and to commit themselves to relevant and attainable counselling goals or action plans; and
3. Identify, describe and use individualized counsellor competencies required to perform the assessment component of employment counselling.

Target Population

The program is designed for CEIC employment counsellors who are involved in employment counselling at the operational level and who are further developing their knowledge, skills and attitudes in order to enhance the effectiveness of their employment counselling service to non-job-ready worker-clients.

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[1] NOTE: Both the Preface and Chapter One are recorded on ACEC Cassette #1, Side A, in order to give you the option of the reading or listening modalities.

Instructional Approach

Emphasized within the ACEC Module material is a combined theory and practice instructional approach. Presented in the text of each of the five chapters are specified knowledge or skill components of the ACEC. Through learning exercises within each chapter, practice is provided in the knowledge or skill components.

Each chapter in the ACEC module is designed with one purpose in mind: ***to enhance the CEIC employment counsellor's competency in conducting the assessment component of employment counselling***.

A ten-day planned workshop experience, following the participants' study of the printed ACEC material, complements the printed materials with greater emphasis upon practice.

It is imperative that individuals not be involved in the workshop experience until they are thoroughly familiar with the concepts within the self-study materials.

Just as you consider the support that may be required by clients whom you select for training programs, it also is wise to consider your possible needs in the successful completion of self-study materials such as these. Of course, being of an in-service nature and being very pertinent to your current and ongoing interest in employment counselling, likely make these materials less demanding for you than the new ventures of many worker-clients accepted for various CEIC-sponsored training programs and services. However, it would be desirable if you could arrange contact with some individual from whom you could derive support as you work through the materials of this Module. Such a ***support-person*** could be a colleague, who like yourself is working through the materials, your unit supervisor, regional counselling consultant or anyone else with whom you find it both easy and convenient to discuss work issues. Do not underestimate the possible value of a support-person with whom you can discuss issues, concerns, impressions, and learnings and from whom you may receive reinforcement of your motivation for self-improvement.

Expertise of the support-person in the area of the assessment counselling interview is a desirable feature but is not a necessary requirement.

Assumptions

In developing ACEC materials for use by CEIC employment counsellors, tacit assumptions concerning those employment counsellors wishing to develop, or to increase their competency in the assessment function, have been made. These assumptions are outlined below.

1) Effective and efficient employment counsellors presently possess knowledge, skills, attitudes and aptitudes that they draw upon in providing effective services to their clients.
2) The knowledge, skills, attitude and aptitude components of effective and efficient employment counsellors can be isolated and described.
3) Desired advances in the levels of knowledge and skills, and desired changes in attitude, can be attained by motivated CEIC employment counsellors, provided adequate training and support services are available.
4) CEIC employment counsellors understand their role within the total delivery of services leading to ***effective*** employment of employee-clients to be based upon the unique ***employment*** needs of each client.
5) Assessment of client employment/employability needs is a complex task which can be broken down into a finite number of sub-tasks.
6) CEIC employment counsellors possess varying levels of competence in the general counselling functions.
7) There are many effective styles and approaches to helping CEIC worker-clients gain effective employment.
8) The helping approach used within this ACEC program can be used uniquely by each CEIC employment counsellor in integration with his/her own experiences and resources;
9) Individual differences in background, experiences and learning styles demand variety in theory presentation and practice exercises. It is assumed, however, that even though each employment counsellor tends to have a dominant learning style (e.g., emphasis on active "hands-on" experience *vs.* emphasis on reflecting on their observation of models; emphasis on specific step-by-step sequencing *vs.* emphasis on theoretical underpinning...), all can benefit from the systematic problem-solving approach of the present set of materials.

In conclusion to the above assumptions, the ***content*** of the printed materials within the ACEC Module may be learned by self-study; the translation of the content into counsellor competency in conducting an effective and efficient ACEC is assured only by means of effective practice and supervision both within planned workshop sessions and within planned on-the-job experiences.

Estimated Time Required To Master the Concepts Presented in The Self-Study Printed Materials

It is anticipated that the participant will recognize both new and previously considered concepts covered within the self-study materials. Every attempt has been made to incorporate and build upon the effective practice of CEIC employment counsellors. Some of the concepts and recommended practices will appear "new" in that they are condensations and/or integrations of several other concepts and practices.

Regardless of the participant's previous exposure to the knowledge, attitudinal and skill components presented, it is doubtful if a single cursory viewing of the material will result in adequate mastery. ***Indeed, three readings of the materials and extensive individual thought and discussion with a support-person likely will be required for mastery.*** As such, an average time of forty-five hours of self-study, preferably spread over a three-month period, will be required of employment counsellors to master the self-study printed materials.

Recommendation

Learning objectives of each chapter are listed at the beginning of the chapter. Self-evaluation questions and practice exercises, based on the learning objectives, are interspersed throughout each chapter. To obtain an overview of the content of the program, it is recommended that you begin your study with a brief reading of the learning objectives articulated for each chapter.

Although many study techniques are effective, the following three-stage plan may be one you wish to consider:

a) read the whole section for general understanding;
b) read again, highlighting/underlining pertinent points;
c) review section, focussing on selected points.

On going through the above process, when questions arise, make note of them in the margin in order to have them clarified at a later time.

As an additional learning devise, you could maintain a personal log in which you evaluate your growth as an employment counsellor in performing the assessment function. Within the log you could relate your personal integration of the materials to your knowledge and practice of employment counselling. Although the log will be for your own personal use, you may wish to list examples of practical application of the concepts and other responses to the ACEC materials that could be discussed, if you wish, during workshop sessions.

Use of Terms

Only a few terms are defined in this section; further terms are defined, as needed, throughout the materials.

Employment/Employability

It must be kept in mind that a client may be fully employable (i.e., have all the skills required) for a specific occupational or job setting, yet may not be able to attain employment because of variables beyond his/her control; thus the separate terms "employment" (i.e., having a job) and "employability" (i.e., having the necessary competencies to do the job).

Employment Counsellor

The term "employment counsellor" as used in the present document refers to those CEIC employees concerned with the counselling of worker-clients regarding employment.

Clients

Unless otherwise specified, the term "clients" refers to non-job-ready individuals availing themselves of CEIC ***employment-directed*** programs and services.

Assessment Component of Employment Counselling

The term "assessment component of employment counselling" refers to a particular collaborative, clarifying, goal-setting counselling process or activity used in the CEIC servicing of non-job-ready clients. The activity involves a meeting between a CEIC employer and a client with focus upon the assisting of the client to identify his/her ***employment strengths and weaknesses*** in order that appropriate ***steps leading to employment*** are identified and through this process the client is encouraged to become ***committed*** to achieving these steps. The assessment activity is seen as an important preliminary step to subsequent counselling or other CEIC intervention services.

A Plea!

The present materials were developed collaboratively through extensive contact with CEIC personnel, through careful study of the literature on employment counselling and related areas, and through the personal and professional experiences of the author.

If you choose to involve yourself in the study of these materials, please commit yourself to the provision of constructive feedback regarding the usefulness of the materials within each individual chapter. For your convenience, evaluation forms are provided at the end of each chapter. Of course, additional relevant materials developed by you in your work as an employment counsellor would be much appreciated in the designing of subsequent editions of the materials. For this "responsible caring", we thank you.

Please forward feedback to the:

Director,
Employment Counselling Division,
Occupational and Career Analysis and Development Branch,
CEIC
Ottawa

Attention: ACEC Co-ordinator

THE ASSESSMENT COMPONENT OF EMPLOYMENT COUNSELLING

CHAPTER ONE

INTRODUCTION

No wind favours one who
has no destined port
(Montaigne)

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Learning Objectives

As a result of studying the material of this chapter, and without reference to the text or notes you may have chosen to make, you will be able to:

1.1 Match given goal statements of the:
  - a) Canada Employment and Immigration Commission (CEIC);
  - b) CEIC Employment Counselling;
  - c) Assessment Component of Employment Counselling;

1.2 Given the objectives of the ACEC and the three objectives of employment counselling, describe their interrelationship;

1.3 Match the appropriate goal to each type of CEC interview;

1.4 Select from a number of client situations, those situations in which the ACEC could be considered appropriate; and

1.5 Given random steps in the ACEC interview, reorder these steps in logical sequence.

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Introduction

It would be staggering to calculate the human and economic costs resulting from the inability of individual Canadians to make use of their potential work skills. The present economic conditions with the increased rate of unemployment require that the personnel within the Canada Employment and Immigration Commission (CEIC) offer services to greatly increased numbers of clients. That such services be efficient and effective is of paramount concern.

The greater the clarity an individual has of the specific role (e.g., role of the CEIC Employment Counsellor) s/he is expected to perform within an organization's service function, the more directed and focussed can be his/her work efforts. In addition, the greater the clarity an individual has of the goal and objectives of the organization (e.g., goal and objectives of the CEIC) in which s/he works, the more congruently the individual is able to think and act within the organization. Likewise, the more congruent the individual's role is to the formal and informal goal and objectives of the organization, the more apt s/he is to receive support for such a role and to operate effectively within the organization.

The major purpose for this introductory and overview chapter is to clearly situate the ACEC within the mandate and objectives of the CEIC. In fulfilling this purpose, focus will be placed on the following eight dimensions:

1) CEIC-approved goal, objectives, and tasks of employment counselling;
2) mandated goal and objectives of the CEIC;
3) the relationship of the goal and objectives of employment counselling to the goal and objectives of the CEIC;
4) CEIC-approved goal and objectives of the Assessment Component of Employment Counselling (ACEC);
5) the relationship of the ACEC to CEIC employment counselling:
6) the situating of the ACEC within CEC operations;
7) the introduction of the ten tasks to be accomplished by the employment counsellor and client within the ACEC; and
8) the situating of the ACEC within a problem-solving-based employment counselling system.

Goal and Objectives of Employment Counselling

Employment counselling within the CEIC may be defined as a ***process of dynamic interchange between a counsellor and a client (or clients) in which there is focus on identifying and discussing the client's employment possibilities, establishing with the client realistic employment goals, identifying the solutions and corrective action needed to achieve these goals, and implementing a plan of action aimed at labour market integration***. As such, employment counselling may be viewed as a joint problem-solving situation. The ***goal*** of employment counselling is to assist non-job-ready clients ***to be more successful in their efforts to integrate into the labour market***. Specific ***objectives*** of employment counselling are:

1) to establish with the client an occupational goal which is realistic and achievable;
2) to identify, implement and monitor, with the client, the solutions and corrective actions required to achieve integration into the labour market; and
3) to facilitate the client in becoming independent in his/her efforts to achieve and maintain satisfactory placement.

Goal and Objectives of the CEIC

The goal of the CEIC with respect to the Employment and Insurance program is ***to further the attainment of national economic and social goals by realizing the full productive potential of Canada's human resources***, while supporting the initiatives of individuals to pursue their economic needs, and, more generally, their self-fulfillment through work.

As derived from this goal, the CEIC aims to achieve ten "objectives" (see Appendix 1-C), five of which directly relate to employment counselling. These are:

1. To assist the unemployed in becoming re-absorbed into the labour force as quickly as possible;
2. To assist the handicapped and other disadvantaged persons to participate and improve their position in the labour market;
3. To assist individuals in making decisions with respect to personal development in the world of work and to obtain employment to which they can realistically aspire;
4. To assist individuals to acquire through training the skills and knowledge in demand in the Canadian labour market;
5. To promote the productive use of human resources not currently employed by the economy.

Relationship of Goal and Objectives of Employment Counselling to those of the CEIC

Employment counselling is a service which has been developed in direct response to the goal and objectives of the CEIC. Objectives One, Three and Five are supported largely by employment counselling. Objective Four refers to the activities of both employment counselling and employment training. Similarly, Objective Two is supported by both the special client needs program and employment counselling.

Goal and Objectives of the Assessment Component of Employment Counselling

The ***assessment component of employment counselling*** (ACEC) is defined ***as a meeting between an employment counsellor and a client in which the focus is upon assisting the client to identify his/her employment strengths and weaknesses in order that appropriate steps leading to employment are identified and through this process the client is encouraged to become committed to achieving these steps***.

The assessment component of employment counselling (ACEC) is viewed within the comprehensive ***assessment - intervention - effective employment*** sequencing of the non-job ready client within the counselling services offered in Canada Employment Centres (CEC). The importance of assessment before intervention is to ensure that intervention strategies (be they individual or group oriented; be they performed within or outside of the CEC or CEIC) are designed to fit client needs, i.e., intervention services are tailored to specific employment related need(s) of each client.

The aim of the ACEC is to assist clients to become more actively involved in identifying and in dealing with their employment needs and to become, if not already, willing to accept responsibility for obtaining and maintaining employment.

Its ***goal*** is for the counsellor and client to ***arrive at a mutually-agreed-upon counselling goal or action plan which is realistic, well-considered and achievable and towards which the client has expressed commitment to strive***.

More specifically, the ACEC is that initial and ongoing cyclical process within employment counselling in which the following objectives are emphasized:

1. The initiation of a collaborative relationship of mutual respect throughout the ACEC;
2. The collaborative (i.e., counsellor and client) identification of client employment/employability needs;

3. The translation of such needs into specific and attainable, well-considered and mutually-agreed-upon counselling goals or action plans; and
4. The obtaining of the commitment of the client to work on the counselling goals or action plans in order to help him/herself become more employable.

Relationship of the ACEC to CEIC Employment Counselling

The ACEC is designed as a meaningful action-oriented start on the problem-solving path to employment. Such a start both encourages client and counsellor optimism that effective employment is possible and provides clarity as to the purposes of subsequent intervention services. Thus, the thrust of the materials developed within the ACEC Module is to address the concern for efficient and effective CEIC services to non-job-ready clients through enhancing the employment counsellors' competency in the assessment function.

The ACEC is designed to encourage client optimism by increasing the client's ***sense*** of movement, and the client's ***real*** movement, towards increased employability. By providing greater clarity as to the purposes of subsequent intervention services, it improves both CEC counselling services and other CEIC services. An added organizational benefit of a systematic assessment service is the increased ability of the CEIC employment counsellor to clearly communicate to the client, to colleagues and to supervisors what action is being taken to facilitate movement of the client towards increased employability.

Practice Exercises

Activity One[1]

For each of the five objectives of the CEIC listed below, list one task that you have performed in your job during the past month which directly or indirectly has helped the Commission to fulfill that objective.

1. To assist the unemployed in becoming re-absorbed into the labour force as quickly as possible;

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____

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____

2. To assist the handicapped and other disadvantaged persons to participate and improve their position in the labour market;

____

____

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3. To assist individuals in making decisions with respect to personal development in the world of work and to obtain employment to which they can realistically aspire;

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4. To assist individuals to acquire through training the skills and knowledge in demand in the Canadian labour market;

____

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____

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[1] Note: Sample answers for each practice exercise are provided in Appendix A of each chapter.

5. To promote the productive use of human resources not currently employed by the economy.

Activity Two

For each of the three objectives of employment counselling listed below, describe one specific activity in which you have been involved in your employment counselling experience which was directed at meeting that objective.

1. To establish with the client an occupational goal which is realistic and achievable;

2. To identify, implement and monitor, with the client, the solutions and corrective action required to achieve integration into the labour market; and

3. To facilitate the client in becoming independent in his/her efforts to achieve and maintain satisfactory placement.

Situating of the ACEC within CEC Operations

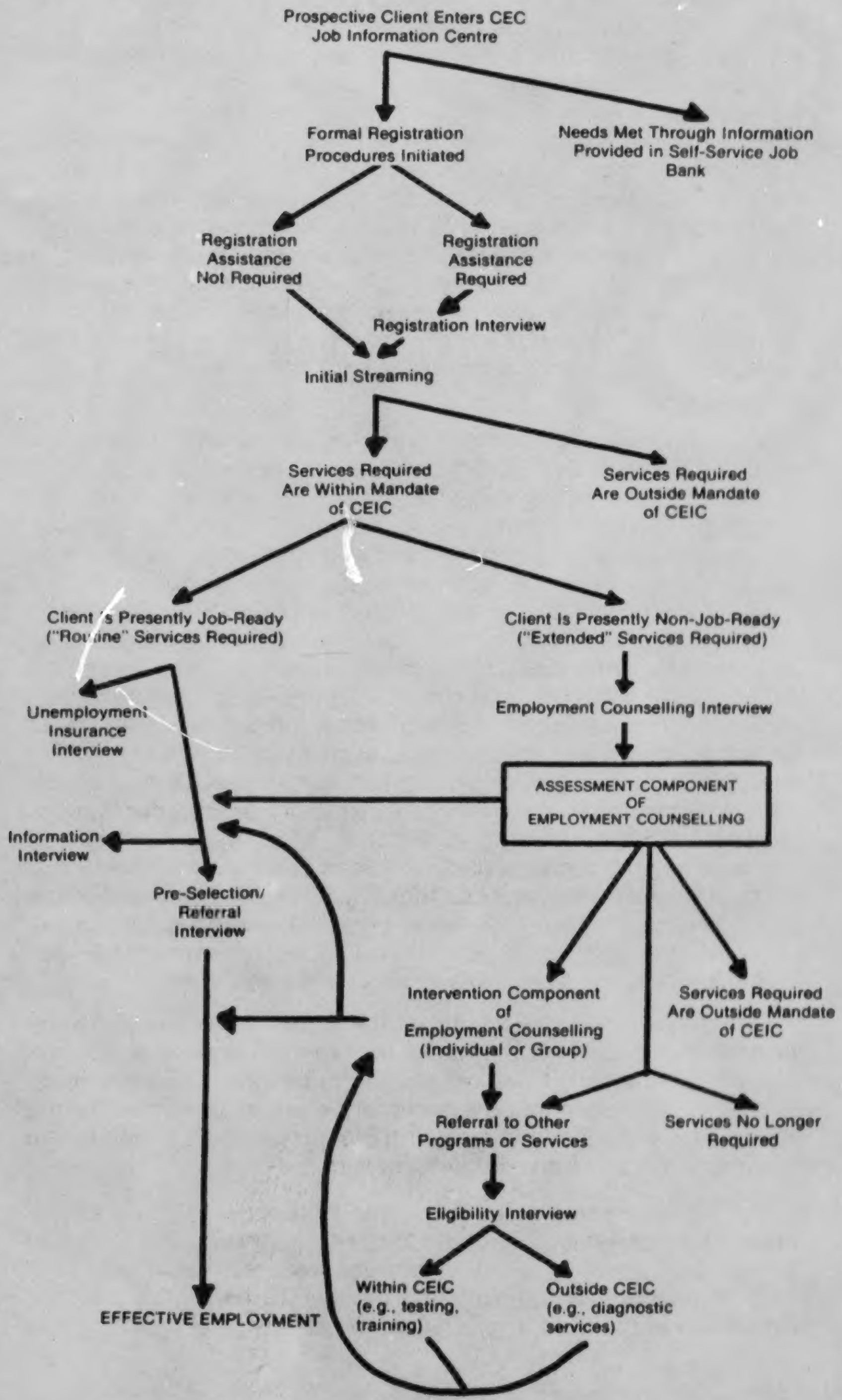
Let us now further situate the ACEC within the operations of the CEC. The ACEC may be viewed either as one of the structural activities taking place within an employment counsellor's total employment counselling service to a non-job-ready client or it may be viewed as a separate activity conducted by one counsellor, with subsequent employment counselling intervention activities taking place under the direction of another employment counsellor. Regardless of the operational decision of combining or separating the assessment and intervention tasks of employment counselling, the ACEC is seen as a service to non-job-ready clients. As such, it is distinct from the more preliminary task done within the CEC in which an initial judgment is made as to whether the client is "job-ready" or "non-job-ready". You are referred to Figure 1.1 for a visual representation of the placement of the ACEC within the CEC.

The sequencing outlined in Figure 1.1 is presented merely as a description of present general practice in many CECs, with the added emphasis upon the ACEC focus prior to client referral, dismissal or employment counselling intervention. The specific sequencing actually followed is devised by individual managers to suit the particular needs within their centres. The goals of other types of interviews conducted within the CEC will be outlined in describing the sequencing of the client in order to distinguish the ***assessment interview*** from other interviews performed by employment counsellors and other CEC personnel. Such distinction allows for common understanding of the assessment interview to be achieved. It must be clearly kept in mind that each type of interview, including that of assessment, has its specific goal directed at assisting a client to achieve satisfactory ***placement*** Simply, in order to assist an individual client, more than one type of interview may be required and more than one type may occur in a single client-officer interaction. The delivery of effective and personalized service to clients depends upon rational utilization of the interview or combination of interview types which most directly meets the individual employment needs of the client.

With the above note in mind, the focus of the ***registration interview*** is the provision of assistance to the individual in completion of the standard CEIC registration form. The goal of such an interview is to ensure that the necessary information concerning the individual is provided in order that the appropriate CEIC sources of client assistance are accurately identified.

The use of the terms "Routine" and "Extended" (Figure 1.1), in referring to services provided, does not denote that the former service is of lesser importance than the latter service. The task of CEC personnel, once again, must be seen to be that of assisting individuals in their bid in preparing for, attaining, and maintaining

Figure 1.1: Conceptual Sequencing of CEIC Employee Clients


Prospective Client Enters CEC Job Information Centre
Formal Registration Procedures Initiated
Needs Met Through Information Provided in Self-Service Job Bank
Registration Assistance Not Required
Registration Assistance Required
Registration Interview
Initial Streaming
Services Required Are Within Mandate of CEIC
Services Required Are Outside Mandate of CEIC
Client Is Presently Job-Ready ("Routine" Services Required)
Client Is Presently Non-Job-Ready ("Extended" Services Required)
Unemployment Insurance Interview
Employment Counselling Interview
ASSESSMENT COMPONENT OF EMPLOYMENT COUNSELLING
Information Interview
Pre-Selection/ Referral Interview
Intervention Component of Employment Counselling (Individual or Group)
Services Required Are Outside Mandate of CEIC
Referral to Other Programs or Services
Services No Longer Required
Eligibility Interview
Within CEIC (e.g., testing, training)
Outside CEIC (e.g., diagnostic services)
EFFECTIVE EMPLOYMENT

effective **employment**. "Routine" services are provided through employment interviewing with emphasis upon the matching of client to a job; whereas, "Extended" services are provided through employment counselling with emphasis upon the development of the client's job goal, which includes opportunity to understand and deal with both hindrances and "helps" to the achievement of the client's job goal.

The focus of the ***information interview*** is on the identifying of the client's need for information, and providing any such needed information on the labour market and programs and services available through the CEIC. Its goal is to provide specific accurate and sufficient information to a client according to his/her individual information needs.

The focus of the ***pre-selection referral interview*** is on the arranging of an appropriate referral to an employer for an available job. Its goal is to determine if a client meets the requirements of a specific position and to refer him/her, if qualified, to a prospective employer. The pre-selection referral interview is the "bread-and-butter" interview within the CEC; it is the interview to which the other CEC worker-client interviews and services are directed.

Focussed upon in the ***eligibility interview*** is the determination of the clients' eligibility for CEIC programs or services. Its goal is to obtain and evaluate, according to pre-determined criteria, information needed to decide upon a client's eligibility and suitability for a specific CEIC program or service.

It is to be noted again that, although the identification of the needs of ***all*** CEC clients is of paramount concern, emphasis within the ACEC is on the identification of needs for those clients who are judged to be ***non-job-ready***. Sample general indicators that an individual is non-job-ready are:

1. Client evidences a multiple trial career pattern (the situation in which the individual has had a number of trial jobs without any kind of work constituting a sufficiently prolonged or dominant type of employment to establish a career);
2. Client's employment record depicts long periods of unemployment, although trained in an occupation in which demand for workers is high;
3. Counsellor is reluctant to refer the client to available job openings;
4. Client lacks firm occupational choice;
5. Client is deemed to be unrealistic in his/her occupational choice; and
6. The client requests training, testing, or diagnostic services.

The Ten Tasks of the ACEC

In providing specific directions to the employment counsellor conducting an assessment interview, the ACEC has been broken down into ten action oriented tasks to be accomplished through collaboration of the counsellor and client.

Each of these ten ACEC tasks, with the accompanying counsellor competencies emphasized in the performance of the task, is described in detail in subsequent chapters of this ACEC Module. The listing and sequencing of the tasks, however, is outlined in Figures 1.2. Figure 1.2 is provided at this point simply as an overview of the assessment process; the details of the tasks will become more clear as you progress through the subsequent chapters. Also provided in subsequent chapters are learning materials designed to help you to better understand each task and to sharpen and/or develop the competencies required to successfully follow the tasks in providing an effective and efficient assessment service to clients.

You may note that in viewing the suggested ten tasks of the assessment interview one may use the analogy of the funnel. The interview begins with the general purpose of the interview and the drawing out of the more general employment concern. Through the clarification process, the "discussion-with-a- purpose" becomes more and more precise in the formulation of constraint and contingency statements, through the specifying of the counselling goal and, finally, the confirming question: "Are you willing to work on this goal?"

It is important for you to realize that the ACEC structure herein provided is a ***guide*** to your interaction with clients and, as such, ensures movement towards the specifying of employment counselling goals. Undoubtedly, overly-strict and mechanical adherence to a lock-step movement through each task may be counter-productive in helping the client to counselling-goal-formulation. The more serious error, however, is that of relating with the client without any structure at all in mind. You can be sure that, if regarding purpose and the means of attaining your purpose, you are not on the look-out for anything, you likely will never find anything; likewise, if you don't have some idea of how you can attain your objectives, it is unlikely you will attain your objectives.

Successful counsellors naturally combine the two often ***seemingly*** incompatible qualities of being able to allow the client to speak freely about his/her employment concerns and, at the same time, be working collaboratively on a systematic course of action. The course of action of the ACEC is that of assisting the client in the reformulation of the employment concern in more manageable terms.

Figure 1.2 The Ten Tasks to be Accomplished by the Employment Counsellor within the Assessment Component of Employment Counselling

ACEC RELATIONSHIP

1. Initiate an ongoing ***collaborative*** relationship of ***mutual respect***.
2. Relate ***purpose*** of the assessment component of employment counselling.

EMPLOYMENT CONCERN

3. Elicit from client a statement of employment issue or concern.

EMPLOYMENT CONSTRAINT

4. Assist client in analysing and clarifying the concern in order that s/he can state the concern in the form of a ***constraint statement***, i.e. "I cannot do 'A', because of 'B'".
5. Assist client in clarifying the content and feeling components of his/her constraint statement.
6. Assist client in evaluating/clarifying his/her ***strengths and barriers*** in relation to the expressed employment/employability constraint.
7. Assist client in clarifying the ***underlying value or assumption*** within his/her constraint statement by:
   a) assisting client in ***identifying and stating*** the underlying value or assumption;
   b) assisting client in ***judging*** such value or assumption as constructive or as self-defeating;
   c) assisting client in formulating and in committing him/herself to a more productive value or assumption when the identified value or assumption has been judged to be self-defeating.

EMPLOYMENT CONTINGENCY

8. On the basis of the productive value held, assist the client in formulating a ***contingency statement***, using the form, "If I do 'A', then I must . . . ".
9. Assist client in clarifying the contingency statement by ***testing and validating*** the contingency statement as being realistic and responsible and as reflecting a stated action to which the client is committed; reformulate if necessary.

EMPLOYMENT COUNSELLING GOAL

10. Assist client in translating the selected contingency statement into a mutually-agreed-upon ***employment counselling goal*** or action plan on which the client is committed to work.

The material comprising this ACEC Module is based on the judgment both that the assessment of client employment needs is a necessary initial step in the movement of the client towards effective employment and that such assessment is best conducted collaboratively by the counsellor and the client. As one of the initial steps in services to non-job-ready clients, it promptly directs the counsellor and client to immediate focus on the client's employment concern and, thus, both utilizes and enhances the motivation the client brings to the assessment component to work on such concerns. The value of the mutuality and client commitment dimensions is that such dimensions provide a more unified service to the client in preparing him/her to take responsibility for subsequent action plans (such as counselling or training). Assessment of client employability needs, and the actions required to meet these needs, is postulated to be of limited value if done without client involvement.

The ten ACEC tasks depicted in Figure 1.2 are stated in terms of your activities as an employment counsellor. In conducting an ACEC, you must be very clear on what is to be accomplished by the client and you within each task and be very clear as to the sequencing of such tasks. In order to reinforce your understanding of each task, depicted in Figure 1.3 are the ACEC tasks re-worded with greater emphasis upon the client's perspective of activities. Of course, such activities within the collaborative ACEC are similar to and parallel to the activities of the employment counsellor.

Before moving to a detailed description of the ACEC tasks and counsellor competencies required to perform the tasks, let us situate the ACEC within a more general problem solving-based employment counselling system.

Figure 1.3 The Ten Tasks to be Accomplished by the Client within the Assessment Component of Employment Counselling

1. Experience a positive atmosphere in which the counsellor is perceived as willing to be of assistance in a partnership manner.
2. Obtain clarity as to the purpose of the interview. Arrive at sufficient consistency between own expectations and the expectations of the counsellor concerning purpose, in order to be able to commit efforts to the stated purpose of the interview, i.e., arriving at a mutually agreed upon counsellor goal or action plan.
3. State employment-related concerns and select one concern on which to work.
4. Elaborate the concern into terms which not only include what cannot be done but, also, why it cannot be done (constraint).
5. Obtain greater clarity as to the actual constraint and personal response to the constraint.
6. Evaluate employment/employability strengths and barriers in relation to the constraint.
7. Examine possible unspoken assumptions which colour the constraint; replace unwanted assumptions and revise view of employment/employability concern and constraint.
8. List ways of overcoming barriers and using strengths in overcoming employment constraint; select probable resolution of constraint.
9. Evaluate the selected resolution in the light of: employment/employability strengths and barriers; values; outside factors, i.e., services available, labour market conditions; and commitment.
10. State a specific goal or action plan dealing with a relevant employment concern. The goal deals with initial steps to be taken, to which the client is committed.

The Problem-Solving Model as a Base for the ACEC

The question often asked by an employment counsellor in training is, "How can I observe, remember, and synthesize the various messages my client is giving me and, at the same time, maintain the conditions of an effective counselling relationship that will allow my client to trust and confide in me and evidence forward movement?" The answer can be stated simply. The effective counsellor has a ***system*** for organizing and guiding behaviour throughout all phases of the counselling process.

A system may be defined as an orderly whole that specifies the relationship of each part of the whole and the parts to each other. Applying this definition to employment counselling conducted within the CEIC, an employment counselling system is an orderly whole within which is specified:

a) the interrelationship of the CEIC employment counselling goal and objectives;

b) the counsellor and client tasks to be accomplished; and

c) the competencies to be used in performing such tasks.

All of the above-noted dimensions have some relationship to each other. Within any employment counselling system it is specified what this whole is, what the parts are, and how the parts are related. In employment counselling practice, this system provides a mental map or blueprint that the employment counsellor considers while working with a client. Because the employment counsellor has the system firmly in mind, s/he can quickly retrieve specific information concerning sub-parts of the system and use them to give direction to the counselling effort. Use of the system ensures that an employment counsellor will attend to all sub-parts, yet move through the system toward a successful conclusion of the counselling effort.

To summarize the usefulness of a systematic approach, one dimension of a system is that its use assists the counsellor in effectively handling simultaneous demands upon his/her attention. A second dimension of the use of a system is the provision of an overview of the most usual sequences of actions that a counsellor might engage in with a client. Working through such sequences is predictable from client to client; although the content that is covered with any one client may vary greatly.

The general system that appears to be most compatible with that of many experienced CEIC employment counsellors is that of problem-solving. The ACEC also has been developed with the underpinning of a problem-solving model. Indeed, the total ACEC is best viewed as a problem-solving process in which counselling goals or action plans concerning employment concerns are derived.

One useful problem-solving model includes the following steps:

1) identify the employment issue or concern;
2) clarify the concern;
3) define the goal one wishes to attain;
4) list alternative solutions;
5) view consequences of each alternative;
6) reject alternatives with least-desired consequences;
7) from remaining alternatives, select most desirable;
8) commit yourself to act on the selected alternatives;
9) evaluate consequences of action; and
10) if not satisfied with consequences obtained, recycle the steps.

One view of the ACEC is that of each ACEC task involving all ten of the problem-solving steps. That is, there is a continued recycling of the problem-solving process throughout the ACEC or for that matter, throughout any other systematic endeavour. Another, more general, view of the relation of the ACEC to the problem-solving model presented, is that of the ACEC terminating at the specifying of the counselling goal and, thus, involving only the first three steps of the problem-solving model. It is the failure to understand and to see the correctness of both views that limits many employment counsellors. Both views will become more clear as you progress through this ACEC Module.

Summary

The ACEC has been briefly overviewed as to definition, goal and objectives and has been situated: within the initial stages of the systematic employment counselling and problem-solving process; within definition, goal and objectives of CEIC employment counselling; and within the general mandate of the CEIC.

A more in-depth view of the ACEC will be provided in subsequent chapters of the ACEC self-study materials through the stepwise description of the tasks to be accomplished within the ACEC and the competencies required of the employment counsellor in assisting the client to accomplish such tasks.

Before leaving this chapter, however, please complete both the Self-Evaluation questions immediately following this section and the User's Evaluation form at the end of the chapter.

Self-Evaluation

The questions within the "Self-Evaluation" section of each chapter are designed as an aid to you in the summarization of the content of each chapter. You will note the parallelism between the self-evaluation questions and the learning objectives stated for each chapter. Suggested answers to each question are provided in Appendix B of the appropriate chapter.

Self-Evaluation

Please attempt to answer these questions without reference to the text or to notes you may have made.

1.1 For each structure or activity listed in Column A, select the appropriate goal statement listed in Column B.

Column A	Column B
( ) 1. CEIC	A. To assist non-job-ready clients to be more successful in their efforts to integrate into the labour market.
( ) 2. Employment Counselling	B. To further the attainment of national economic and social goals by realizing the full productive potential of Canada's human resources.
( ) 3. ACEC	C. To assist individuals to acquire through training the skills and knowledge in demand in the Canadian labour market.
	D. To arrive at a mutually-agreed-upon counselling goal or action plan which is realistic, well-considered and achievable and towards which the client has expressed commitment to work.

1.2 Match the appropriate type of CEC interview as listed in Column B with the goal definition provided in Column A.

	Column A **Goal**		Column B **Interview**
1. ( )	To assess client employability, identify mutually agreed uponInterview steps leading to employment and obtain client commitment to achievement of these steps.	A.	Employment Counselling
2. ( )	To obtain and evaluate, according to pre-determined criteria, information needed to decide upon a client's meeting of requirements and a client's suitability for a specific CEIC program or service.	B.	Assessment Interview
3. ( )	To assist the client to become effective in his/her efforts to become integrated into and adjusted to the labour market.	C.	Registration Interview
4. ( )	To ensure that all necessary client information is provided in order that the appropriate CEIC sources of client assistance are accurately identified.	D.	Pre-selection/referral Interview
5. ( )	To determine if a client meets the requirements of a specific position and to refer him/her, if qualified, to a prospective employer.	E.	Information Interview
6. ( )	To provide specific, accurate and sufficient data to a client according to his/her individual information needs.	F.	Eligibility Interview

1.3 Indicate in which of the following client situations an assessment interview would be appropriate by placing a check mark ( ) in the spaces provided.

Example

Yes No

( ) ( ) Client requests assistance in completing a registration form.

Yes No

( ) ( ) 1. Client expresses an unrealistic choice of job being sought.

( ) ( ) 2. Client requests referral to an available job for which s/he is qualified and which appears to be an appropriate job for the client.

( ) ( ) 3. Client lacks firm occupational choice.

( ) ( ) 4. Client's registration form reflects frequent jobs dismissals and prolonged periods of unemployment.

( ) ( ) 5. Client is lacking in information regarding the availability of government mobility grants.

( ) ( ) 6. Client wishes to determine the eligibility criteria for a specific CEIC training program.

( ) ( ) 7. Client requests training in a specific CEIC training program.

( ) ( ) 8. Client requests advice in application for unemployment insurance benefits.

1.4 Re-order the following ACEC tasks in their typical sequencing.

( ) A. Obtain a constraint statement.

( ) B. Evaluate client's strengths and barriers to employment.

( ) C. Obtain counselling goal.

( ) D. Obtain a concern statement.

( ) E. Initiate relationship.

( ) F. Test and validate the contingency statement.

( ) G. Clarify content and feeling of constraint statement.

( ) H. Relate purpose of ACEC.

( ) I. Clarify underlying assumption within constraint statement.

( ) J. Formulate a contingency statement.

Note: Check your answers to the Self-Evaluation Questions by reference back to the text and by reference to the answers provided in Appendix B. If necessary restudy the chapter until you are able to perform at the 100% level in answering these and all of the other Self-Evaluation questions within the ACEC Module.

APPENDIX 1.A

Sample Responses to Practice Exercises

Sample Responses to Practice Exercises - Chapter One

Discuss your answers to the Practice Exercises with your support person. Sample responses to the Practice Exercises are provided on ACEC Cassette #2

APPENDIX 1.B

Suggested Answers to the Self-Evaluation Questions

Suggested Answers to Self-Evaluation Questions - Chapter One

1.1 (B) 1. CEIC
(A) 2. Employment Counselling
(D) 3. ACEC

1.2 (B) 1.
(F) 2.
(A) 3.
(C) 4.
(F) 5.
(E) 6.

1.3 1. Yes 3. Yes 5. No 7. Yes
2. No 4. Yes 6. No 8. No

1.4 A (4) B (6) C (!0) D (3)
E (1) F (9) G (5) H (2)
I (7) J (8)

APPENDIX 1.C

The Ten Objectives of the CEIC

The Ten Objectives of the CEIC[1]

1. To facilitate the process whereby employers secure suitably qualified labour and individuals obtain employment to which they can realistically aspire;
2. To offer temporary income support to unemployed workers while they find new jobs;
3. To provide temporary income support to qualified, sick or pregnant claimants during an absence from work;
4. To assist the unemployed in becoming re-absorbed into the labour force as quickly as possible;
5. To assist the handicapped and other disadvantaged persons to improve their position in the labour market;
6. To generally improve the functioning of the labour market and reduce cyclical, seasonal, structural and frictional unemployment;
7. To assist individuals in making decisions with respect to personal development in the world of work;
8. To assist employers to make effective use of labour resources under evolving economic and social conditions;
9. To assist individuals to acquire through training the skills and knowledge in demand in the Canadian labour market;
10. To promote the productive use of human resources not currently employed by the economy.

Note 1: Taken from paragraph I.04 of the Employment Manual (05-81)

User's Evaluation of Chapter One

USER'S EVALUATION OF CHAPTER ONE

DATE

USER'S POSITION TITLE

USER'S REGION

1. Indicate your evaluation of Chapter One on the following characteristics.

	Rating characteristics	Excellent	Good	Average	Below Average	Poor	No Opinion (N/O)	Not Applicable (N/A)
a)	Relevance of the material to your work							
b)	Coverage of the content							
c)	Writing style							
d)	Readability							
e)	Visual appearance							

			Yes	No	N/O	N/A
2.	a)	Is the vocabulary appropriate for you? (If no, please specify on an additional sheet vocabulary which is inappropriate.)				
	b)	Do you view the objectives for Chapter One to be important for your work? (If no, which objectives are not seen to be important? Please specify on an additional sheet.)				
3.	a)	Were you able to find someone with whom to talk over the content of Chapter One?				
	b)	If you answered "Yes" to Question 3(a), was the contact important to your learning?				

USER'S EVALUATION OF CHAPTER ONE (cont'd)

4. "It would be helpful to me if Chapter One contained more, the same, or less . . .".

	Rating Dimension	More	The Same	Less	No Opinion (N/O)	Not Applicable (N/A)
a)	Practice Exercises					
b)	Charts					
c)	Figures					
d)	Examples					
e)	Suggested Readings					
f)	Self-Evaluation Questions					
g)	Variety					
h)	Other (please specify)					

		Yes	No	N/O	N/A
5. a)	In studying the material in Chapter One, did you learn something new?				
b)	Were you reinforced in something you already knew?				

✓

USER'S EVALUATION OF CHAPTER ONE (cont'd)

6. What in the material of Chapter One did you find ***most*** valuable? Explain why.

____
____
____
____

7. What in the material of Chapter One did you find ***least*** valuable? Explain why.

____
____
____
____

8. Individual performance often is rated as "excellent", "satisfactory", "poor" and "totally inadequate". Suppose the material in Chapter One were graded in the same way. Circle the rating you would give this material.

Excellent Satisfactory Poor Totally Inadequate

9. Additional comments you may wish to make.

____
____
____
____
____
____

Please forward completed
User's Evaluation form to:

Director
Employment Counselling Division
Occupational and Career Analysis
and Development Branch
CEIC
Ottawa

Attention: ACEC Co-ordinator

THE ASSESSMENT COMPONENT OF EMPLOYMENT COUNSELLING

CHAPTER TWO

ACEC TASKS #1-5

. . . the perpetual torture of
incompetent passion
(Chesterton)

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Learning Objectives

Upon completion of Chapter Two and without reference to the text or to notes, you will be able to:

2.1 Describe the first five ACEC tasks;

2.2 Describe the three major components of attending behaviour;

2.3 Provide a personalized list of general beliefs you hold concerning worker-clients;

2.4 Specify your behaviours which are consistent and inconsistent with your general beliefs concerning worker clients;

2.5 Give an example where each of the following types of interviews based on interview function is used within the ACEC
   a) fact-finding
   b) fact-giving
   c) influencing-change-imposed
   d) influencing-change-not-imposed;

2.6 Provide an example of counsellor dialogue in contracting with the client regarding the purpose of the ACEC;

2.7 Distinguish between the following dimensions of client and/or counsellor role:
   a) expectation
   b) conception
   c) acceptance
   d) performance;

2.8 Distinguish between, and provide examples of, a "descriptive paraphrase" and a "confronting paraphrase";

2.9 State five purposes of paraphrasing within the ACEC;

2.10 Provide descriptive and confronting paraphrases to written client statements of concern;

2.11 Distinguish paraphrasing from reflecting of feeling;

2.12 List three purposes of using reflection of feeling within the assessment interview;

2.13 Give examples of two behaviour descriptions;

2.14 Upon being presented with sample of client expression of feeling, be able to:
   a) from a list of feelings presented, select the feeling expressed, and
   b) write words to describe the feeling expressed;

2.15 Write reflections of feeling, for given client feeling states, by use of:

- a) name
- b) figure of speech or action urge;

2.16 List a minimum of twenty-five words and twenty-five action urges or figures of speech depicting feelings experienced by colleagues or you when in contact with worker-clients;

2.17 Give an example of each of the two types of "problem ownership" statement;

2.18 Provide examples of the three elements within an "I - message";

2.19 Distinguish problem situations in which "I - messages" would be used more productively from problem situations in which "you - messages" would be used more productively.

2.20 Describe two cautions to be considered in focussing upon a client's non-verbal communication;

2.21 Provide examples of the following four general types of non-verbal behaviour:

- a) time
- b) physical cues
- c) paralinguistic cues or vocal cues, and
- d) spatial cues; and

2.22 Write examples of non-verbal communication of the counsellor skills of empathy, respect, warmth, genuineness, self-disclosure, immediacy and confrontation.

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Introduction

Having provided a brief overview of the assessment component of employment counselling, a more detailed analysis of the first five ACEC tasks to be accomplished and the specific competencies required of the employment counsellor to conduct such tasks is provided in this chapter. The remaining five tasks are analysed in Chapters Three and Four.

This analysis allows you to attain a precise understanding of the systematic, action-oriented approach being suggested in the ACEC, i.e., what the ACEC consists of, how it is applied and what concrete results are expected through its application within a CEC.

Chapter Two is divided into five major sections; one for each ACEC task. After discussion of each of the ACEC tasks, the counsellor competencies required to conduct the task are summarized in chart form. The chart will be followed by the more complete treatment of some of competencies listed. Of course, many of the competencies are very important in conducting more than one task. In this manner, all of the competencies required of the assessment counsellor will be covered as you move through the tasks. Upon completion of the summary chart for all of the ACEC tasks, such overlap will be seen graphically. Likewise, the tie-in of competencies to the tasks will be highlighted. It must be kept in mind, however, that the ACEC is a goal-directed activity. As such, it is the ACEC ***tasks*** to be accomplished which are emphasized. The counsellor competencies are highlighted merely in support for the counsellor in assisting the client movement through the tasks to the clear statement of counselling goal(s) or action plan(s). That is to say, effective employment counsellors exhibit (or sometimes exhibit) the competencies noted for a particular ACEC task; ineffective employment counsellors rarely exhibit (or never exhibit) such competencies.

Both apart from and related to the knowledge and skill competencies required of you to involve yourself in an effective ACEC, are attitudinal competencies which tend to cut across all of the ACEC tasks. These attitudinal competencies could be grouped in the following four dimensions: responsible caring, optimism, confidence; and adaptability/flexibility. Each of these attitudinal competencies will be briefly described below, before each ACEC task is discussed separately.

Responsible Caring

As an assessment counsellor, you will be concerned about the ***welfare of the client*** and will have, and will express, a ***genuine liking for people***. You will act on this concern in a determined, planful and dependable manner. You will not wish to overly control the client's life, but will have a sincere desire to help the client, i.e., what happens to the client will make a difference to you.

Among the many formulations of the ingredients of helpfulness in relationships, you will be aware of the components of ***knowledge*** (of self, of the client, and of the work world), ***care/concern*** (for self, for the client, and of the work world), ***respect*** (for self, for the client, and for the world of work), and ***responsibility*** (for self, for the client, and for the world of work). Such responsible caring is not characterized by routine, perfunctory, or mechanical service to clients; it is characterized by goodwill, humaneness, and unselfish involvement with clients. It is characterized by your enjoyment in the client's learnings about self in relation to the world of work as much as, if not more than, your own enjoyment in the counsellor role.

The above-mentioned ingredients of helpfulness translate, within the ACEC, into more active participation of you than is the case in more traditional, helping relationships within and outside of employment counselling. Such active participation is demonstrated in the ***collaborative*** involvement of counsellor and client in the clarifying assessment process (i.e., employment concern to constraint to contingency to counselling goal), and in providing ***encouragement*** to the client in his/her commitment to the task of exploration and subsequent counselling or other interventions. It is important that the assessment counsellor's activity and directiveness lead towards client sense of trust and independence and client increased understanding of self in relation to the world of work.

Integrated with the problem-solving process herein postulated, responsible caring, as an attitudinal variable, demands that the assessment counsellor not only have the knowledge and skill, but also the desire and will required for rational and conscientious living. The material within the ACEC module is designed to help you not only learn ***about*** responsible caring but also learn ***how*** to care.

Optimism

As an assessment counsellor, you will possess optimism. As such, you will exhibit positive attitudes regarding the client's ability to explore, understand, and act upon his/her employability strengths and barriers in order to attain/maintain effective employment.

Your attitude of optimism probably will be based on your emphasis upon the ***effort*** made by people (clients and yourself) as opposed to the actual ***product*** or lack thereof. Such emphasis on forward ***movement***, with limited emphasis on the quantitative degree of the movement, will allow you to facilitate greater effort from most clients, and, thus, facilitate greater growth and effective performance.

Successful problem solvers tend to exhibit greater self-confidence in their ability to solve problems and tend to be less discouraged by apparent complexity than do unsuccessful problem solvers.

A powerful tool to be used by the optimistic counsellor is that of ***encouragement***, i.e., the developing of courage within the other by focussing upon personal assets and effort. Because of the importance of an encouraging attitude and manner within the ACEC, a total section within Chapter Two is devoted to it within these ACEC self-study materials.

One part of the encouragement process is the development within the individual of the ***"courage to be imperfect"***. An illustration of the desire for you to have courage to be imperfect is your need to be able to fail with one client without having such failure impede your work with another client.

Although an optimistic attitude towards client growth/change often is an effective and encouraging counter-balance to the client's overly pessimistic and discouraged view of his/her potentialities, you should be aware that the temperamental bias of either an optimist or a pessimist may lead to the giving of unrealistic weight to hopes and fears, respectively. Counsellor optimism is best utilized in conjunction with a clear understanding and wise use of a rational problem-solving process. As such, the following of the systematic steps of the ACEC both opens to you a greater realization of client potential and tempers your optimism through the seeking of specific, attainable, and well-considered counselling goal(s) or action plan(s).

Confidence

As an assessment counsellor, you will have confidence in your self, in your ability, and in the available CEIC services and programs, so that you will be able to instill confidence in the client as to the usefulness of the ACEC and other CEIC services in providing assistance to improve client employability. The ACEC being a relatively brief encounter, it is imperative that the client believes that you will help him/her. Your ***confidence***, and the client's belief in you will arise from your ***competence*** in the ACEC tasks which are directly related to client needs, CEC employment counselling objectives, and the mandate of the CEIC. Such competence will enable you to approach the client in a professionally ***collaborative*** manner without undue need for presentation of self as the sole authority figure. Indeed, within a collaborative relationship, both the counsellor and the client are authorities; the counsellor in his/her knowledge, attitudinal and skill competencies in the ACEC; the client in his/her experiences of employment concern and constraint. It also will allow you to be ***comfortable with criticism*** and will allow you to exhibit your ***sense of humour*** less guardedly.

Adaptability/Flexibility

As an assessment counsellor, you will be able to adapt to the client's needs and make appropriate responses to changed or changing client needs and/or job markets and job requirements. As an adaptable assessement counsellor you will not be "easily spooked", nor easily "burned out", by excessive demands. Accompanying personal qualities to adaptability are ***stamina***, ***enthusiasm***, and adequate level of ***contentment***.

You will be able to accept frustrating circumstances on the job without undue disruption and disordering of your behaviour. As such, you will be predisposed to provide whatever reasonable time is required to attain the objectives of the ACEC.

Such adaptability/flexibility is seen to be most necessary for you to explore, understand, and, possibly, change your value-laden attitudes. Indeed, problem solving ability is constrained by rigidity and inflexibility of thought. This is not to say that you should have no preconceived idea of useful sequenc- ing of the client through the ACEC or that you have no ideal as to which client behaviours and attitudes are desirable for specific job areas. Adaptability/flexibility simply means that you are able to view each client and situation with an open mind and be willing to entertain the possible uniqueness and subject such possibility to rational analysis. In addition, you will be able to rightly view the ten ACEC tasks as being sequential, without viewing the sequences as being sacred. As such, mental ability also becomes a factor in one's ability to adapt. Thus, you will have the ability to think analytically and critically, i.e., able to reduce adaptively the emotional involvement and confusion in order to think through the client's employability difficulty in a rational manner. A ***reflective, thoughtful, resourceful*** style is desirable within the ACEC in which so much focus is placed on attending to the client's view of self and the world of work, your view of the client and the world of work, and to the structure of the ACEC.

The above-noted attitudinal base of the employment counsellor involved in the ACEC is a tall order - but a necessary order for successful involvement in the ACEC. Let us now turn to the first five ACEC tasks. Each of the first five tasks will be described and the counsellor competencies required to complete each task will be clarified in the remaining portions of this chapter.

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SECTION A

ACEC Task #1: Collaborative Relationship

ACEC Task # 1: Initiate an ongoing collaborative relationship of mutual trust

Within the assessment component of employment counselling, your exploration with the client of his/her employment concerns is best encouraged through the development of a relationship of mutual respect. Such a relationship is effected through your actively ***attending*** to the verbal and non-verbal communication of the client. Generally speaking, your basic attending stance is that of relaxed posture, establishing eye contact and following what the client is saying. The following of the client's verbal and non-verbal communication is facilitated further by your use of the skills of ***paraphrasing*** and ***reflection of feeling***. These two skills greatly enhance both your ***empathy*** with the client and your communication of empathy to the client. Such communication, along with knowledge both of your own ***values*** and the possible values and ***dynamics*** of the client (e.g., coping behaviour *vs.* defensive behaviour, locus of control) allows you to develop and to competently transmit a respectfulness to the client.

Bringing to bear, along with respect for the client, the skills you have developed and have used in your previous CEIC work, an understanding of the client through previous ***documentation***, an understanding of the assessment process, and the desired counsellor and client roles in such a process, you are able with ***confidence*** and ***optimism*** to enter into a productive collaborative relationship with the client.

The collaborative counsellor-client relationship invites the re-education of the client and counsellor ***towards*** a mutuality both of respect and of dealing with the resolution of the client's employment concern. That is, clients are neither belittled by counsellors nor do they present themselves in degrading manners because they have unmet employability needs; likewise, employment counsellors are neither elevated nor do they present themselves in professionally superior or detached manners because they happen to be more ***congruent*** (e.g., wish to have a job and do have a job!) in an area in which the clients are less congruent (e.g., wish to have a job, but do not have a job!). The clients are not labelled as or pre-judged to be weak, lazy, defective, ill, unmotivated; the counsellors are not labelled as or pre-judged to be infallible or all-knowing. The collaborative relationship between counsellor and client is most compatible with current self-help, self-management, and client skill-development interventions.

It is to be remembered throughout your relationship with the client that employment counselling, like all counselling, is purposive in nature. It is because primarily it is your responsibility to at least initiate a purposeful structure to the relationship that the tasks of the ACEC are being highlighted throughout the whole of the present Module.

It is remembered that CEC clients tend to be very much focussed on the "here and now". Such clients find relief in taking, and clearly observing themselves as taking, concrete steps towards employment through the goal arriving task of the assessment interview.

The word "towards" is emphasized in the mutuality of responsibility in the counsellor-client relationship as a reminder of the reality that not all clients (or, for that matter, not all counsellors) enter into the ACEC, or develop within the ACEC, the attitude of mutual respect and the performance of shared responsibility posited as tasks to be accomplished within the ACEC. That is, individual differences abound! The actual reaching of mutuality of respect and effort with every client is very important in the assessment process but, of course, may not always be attained. What is critical is that you ***be open*** to such a relationship. Likewise, you must allow for client movement towards such a relationship and, at the same time, be fully aware that it may be too much to expect all clients to operate at high levels of collaboration. The above is not meant to be overly confusing or convoluted, but merely is presented with knowledge of obvious constraints. Such expected constraints include many clients' preconceptions and previous life experiences i.e., attitudes, knowledge, skills (including the possibly limited resources of clients and their possible inabilities to reflect and act on their employment needs) that hinder collaborative effort.

It is seen, thus, that the collaborative nature of the assessment interview also invites the assessment counsellor to take the view not so much "What can I do ***for*** this client", as the view "What can I do ***with*** this client". The latter view ensures that changes the ***client*** perceives to be most necessary are seriously considered.

Your attitude and behaviour and the atmosphere aimed for within the ACEC promotes the belief that the client is a responsible person with the capacity toincreasingly use his/her own resources to solve work-related problems.

The attainment of a collaborative counsellor-client relationship helps to allay the client's possible suspicion, wariness, defensiveness, hostility, and/or anxiety. It diminishes the clash of wills of the counsellor and client and encourages realistically humane counsellor and client traits.

Provided in Figure 2.l is a summary of the competencies required of you to fulfil the initial ACEC task of initiating a collaborative relationship. A similar summary in chart form will accompany the description of each ACEC task. Subsequent summaries, however, will be commulative regarding required counsellor competencies, i.e., the summaries will include the competencies for the particular ACEC task under discussion as well as including those competencies required for previously discussed ACEC tasks. You will note the use of an asterisk to denote the competencies required. The use of the double asterisk highlights those competencies most required to fulfil the task.

Figure 2.1: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1

ACEC Task / Counsellor Competency	Relationship 1	Purpose 2	Concern 3	Constraint 4	Clarify Constraint (Content & Feeling) 5	(Strengths & Barriers) 6	(Assumptions) 7	Contingency 8	Clarify Contingency 9	Goal 10
COMMUNICATION SKILLS										
Attending	* *									
N-V Communication	*									
Questioning										
Paraphrasing	*									
Reflection of Feeling	*		*							
Feedback										
HELPING RELATIONSHIP SKILLS										
Empathy	*									
Respect	*									
Genuineness										
Self-Disclosure										
Concreteness										
Confrontation										
Immediacy										
Encouragement	*									
ATTITUDINAL										
Responsible Caring	*									
Optimism	* *									
Confidence	* *									
Adaptability/Flexibility	* *									

Figure 2.1: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1 (Continued)

	1	2	3	4	5	6	7	8	9	10
CEIC										
Goal and Objectives of Employment Counselling										
Goal, Objectives and Tasks of the ACEC										
CEIC Documentation	*									
CEIC Services and Programs										
Labour Market										
COUNSELLING PROCESS										
Interview Function	*									
Problem-Solving										
Desired Counsellor-Client Roles	*									
Irrational Beliefs										
HUMAN DYNAMICS (Valuing Process)										
Valuing										
Work Motivation										
Counsellor Values	* *									
(Change Process)										
Client Employability Strengths & Barriers										
Adult Development										
Locus of Control	*									
Problem Ownership										
Coping Behaviour *vs.* Defensive Behaviour	*									

Before proceeding to the second ACEC Task, let us view more closely some of the counsellor competencies listed as important in the performance of the first task of initiating an ongoing collaborative relationship.

The two counsellor competencies which we will isolate for further examination under this ACEC collaborative relationship task are the communication skill of ***attending*** and the human dynamics competency of ***counsellor values***.

ATTENDING

Knowing how to listen takes
more than two good ears.

Description

In referring to the communication skill of "attending" in the light of the ACEC, we are referring to the assessment counsellor being psychologically present with the client. Perhaps more important than being physically present is communicating to the client that you are psychologically present. Attending helps you both to listen more effectively to the client's employment concerns and to convey your interest to the client. You must be interested in the client and, furthermore, the client must perceive that at least in this relationship his/her communication has significance.

There are two myths which must be disbanded before effective attending can take place.

Myth One: ***Attending is a natural process***. Not so! Attending is a process like writing, reading and speaking. It can be learned. It is a skill for which most of us need practice.

Myth Two: ***Hearing and listening are the same***. Not so! Hearing is a natural, physical mechanistic process. Providing one's ear is not damaged and one's brain is functioning normally, one cannot help but hear. But one can help listening whenever one wants to. One can tune anyone out at any time. One need not pay attention to the sounds one is hearing.

Bear in mind that one explanation for the "tuning-out" habit is that our brain can handle 800 words per minute but our speaking capacity is about words per minute. Therefore, we go off on tangents during all that spare time and before we know it we are spending more energy on the tangent that we are on the person speaking to us. We need training in listening so that we mobilize our resources for effective listening.

The three general components of attending behaviour are that you:

1. ***assume a relaxed posture;***
2. ***establish a comfortable level of eye contact with the client;***
3. ***attempt to follow what the client is saying.***

These three general components, plus three additional hints found to be useful in facilitating an attending stance, are outlined briefly below. Also provided in this section are some effects of attending and some possible problems of attending.

Posture. Face the client squarely. This increases your possibilities of observing the client more completely and it communicates to the client that you are available to him/her. Turning to the side lessens the possibility of involvement.

Maintain an open, non-defensive posture. Crossed arms and crossed legs may communicate fear or a hesitancy to become involved. An open posture is a sign that you are interested in the client.

Observe the posture of individuals involved in their work, whether it is with things or people. You likely will notice that the greater the involvement the greater the degree of leaning toward their work. Leaning towards the client both helps you to concentrate on attending to the client and it communicates your interest to the client.

It is important that you be relaxed. Overly tense counsellors often are more concerned about their own responses than attending to the response of the client; experienced counsellors see themselves comfortably in a counsellor role, are aware of their own strengths and weaknesses and can fully attend to the client's message without concern for themselves. When you take a relaxed body position you are communicating to the client "I feel good about being here"; "you do not frighten me"; "your situation may be frightening to you at this time but I am confident that we can find a solution".

Eye Contact. One of the key facets of attending is eye contact. One important reason for establishing eye contact is to gather the full meaning of what the client is communicating. We communicate not only with our tongue, lips and mouth, but also with our eyes, face and hands. With few exceptions, in the culture of the western world establishing eye contact is one important way of communicating interest in another individual. It is a way of saying "I hear you"; "I understand"; "I am with you"; "I care about you and am attempting to know how you feel".

You must be cautious, however, about making the client uncomfortable with an extended, unbroken stare. There is a significant difference between effective eye contact and staring. Furthermore, a vacuous gaze of a counsellor must not be confused with effective eye contact. The vacuous gaze simply may be communicating to the client that the counsellor is "spaced out"!

Following the Client's Message. Following may be achieved at two levels. At one level of following, you respond to what is verbalized by the client and ask for clarification of any unclear details. At another level of following, you attempt to determine the meanings of the client using not only the client's words but the full spectrum of bodily, facial, verbal and voice communications of the client.

Part of attending is to simply get the client to communicate his/her employment concerns. Minimal encouragements to talk refer to counsellor leads which encourage the client to explore his/her feelings, thoughts and behaviour. They include such things as "um-hum", repetition of one or two of the client's words, one-word questions, nods of the head, and a variety of the basic elaborations of the body language dimensions of attending behavior, such as eye contact, a slightly leaning forward body and appropriate gestures.

At times the most valuable minimal encouragement may be counsellor silence which allows for greater "air time" on the part of the client. There is a great deal of individual difference in the time a counsellor waits before making a response. The beginning counsellor needs to become aware of the value of silence in freeing the client to think, feel and express him/herself. Learn to relax; don't push; and the client will continue. If not, an open-ended question may suffice. Such leads are like interjections or signs given by the counsellor indicating that s/he is attending.

The purpose of minimal encouragements is expressed in their title; they are used to encourage the client to continue or to begin talking. Minimal encouragements may be verbal or non-verbal ways of communicating messages like:

"Go on, I'm with you"
"Keep going, I'm interested and want to hear more."
"I like what you are doing, keep it up."

In other situations the minimal encouragement may imply suspended judgement, as if to say:

"I'd like to hear what you are going to add to that."
Or a minimal encouragement may suggest some value judgement such as:
"So that's what you are feeling!"

Examples of minimal encouragements are:

1. "Oh?" "So?" "Then?" "And?"
2. The repetition of one or two key words.
3. "Tell me more."

4. "Umm-hmm", "Uh-huh".
5. Repetition of the client's final statement.
6. Silence (with attending behaviour).

A great variety of minimal encouragements can be effective but there are some pitfalls which must be avoided.

You must work at discovering your own natural body style of encouraging others to share themselves. Minimal encouragements can become mechanical, wooden and phony. Beware of unnatural and repetitious movements. Also, be alert to the possible unintentional effect your minimal encouragements may be having on the client. You may be saying "mm-hm" every few seconds with the intent of indicating your attending, but the client mistakenly may perceive such communication as a message to hurry up and stop talking.

Before learning the three general components of attending let us point out three additional helpful hints, specifically, that of: distance; gestures and facial expression; and voice and energy level.

Distance. You should be close enough to the client to be able to communicate interest and concern. You must constantly be alert to feedback from the client regarding the client's comfort in this regard. You must also monitor your own comfort level with regard to proximity to the client. Although not recommended within this module, some counsellors prefer to work with an office desk between counsellor and client. Other counsellors arrange their office space, albeit limited, so that the chairs of the counsellor and client are in close proximity without any office furniture between them (recommended procedure). It remains the decision of the counsellor (within the constraints of the CEC!) who must monitor his/her own comfort level and the effects on the client of his/her proximity or distance.

Gestures and Facial Expression. It is becoming increasingly clear to people who observe communication patterns that an individual's spoken intent frequently is complemented by bodily gestures (hands, arms, legs, feet) and facial expressions. It equally is true that at times our physical expression cancels out our verbal message. Therefore, it is important for you to be aware of your own physical and facial expression to ensure harmony between verbal and non-verbal messages. It may be important at times to play down the gestures so as not to "come on too strong" to the client. If you are continually looking for feedback from the client you soon will know if your gestures are aiding or hindering the communication.

Of significance as well are the physical and facial expressions of the ***client***. When the gestures complement the verbal messages they communicate the intensity of the feeling with which the client is speaking. When the gestures are at odds with what the client is saying you may keep this data in abeyance for further hypothesis testing or you may confront the client with this data.

Voice and Energy Level. The significance of what you say cannot be overestimated. However, ***how*** you say it also is important.

The pitch, note and volume of, and general expression in, your voice will communicate messages which cannot be communicated in any other way. A monotonous, tired, dull expression tends to communicate messages such as "I don't think you are very important"; "I don't like this job"; "I wish I were out playing tennis".

Similarly, a voice which is calm yet intense and rich in expression can be used to communicate messages such as "I believe your concern is an important one"; "You are an important person"; "I am confident that we will find a solution"; "Let's not panic, we can see our way through".

The above two aspects of attending will be discussed in greater detail within the next section, non-verbal communication.

In summary, the three general components of attending within the ACEC are those of relaxed posture, eye contact and verbal following. Your attending behaviour provides the foundation for the completion of the specific tasks of the ACEC. To be dealt with in the remaining sections of this chapter are additional communication skills which essentially enhance your attending behaviour. Non-verbal communication is the subject of the next section.

In the initial stages of the ACEC, the effective assessment counsellor will respond without probing questions, without new topics and without interrupting the client's train of thought. Provided in Figure 2.2 is a rating scale you may wish to use to check your attending behaviour. The assessment counsellor attends to the complete communication network of the client and utilizes information in building hypotheses concerning the client's employment related concerns which must be checked out as the clarifying ACEC process continues.

Some Effects of Attending

Your attending behaviour has a variety of positive effects on clients.

a) Attending ***has a powerful reinforcing effect.*** It allows clients to fully express themselves to an apparently interested employment counsellor who will not stray from the topics presented. It encourages them to continue verbalizing ideas and feelings freely.

b) Attending ***allows clients to explore their concerns in their own way*** and, thereby, allows them to take responsibility for the interview. You, in this manner, help clients to claim and maintain ownership of their concerns.

Figure 2.2: Assessment Counsellor Attending Behaviour Rating Scale

A.	Eye Contact	Absent; defiant					Regular
		1	2	3	4	5	
B.	Distance	Uncomfortable for client					Comfortable for client
		1	2	3	4	5	
C.	Posture	Slouching; rigid					Relaxed but attentive
		1	2	3	4	5	
D.	Gesture, Facial Expressions	Do not match feelings; scowl					Match your own or other's feelings, smile
		1	2	3	4	5	
E.	Voice: Volume	Very loud or Very soft					Clearly audible
		1	2	3	4	5	
F.	Voice: Rate	Impatient or staccato					Average or a bit slower
		1	2	3	4	5	
G.	Energy level	Apathetic; sleepy jumpy; pushy					Alert
		1	2	3	4	5	
H.	Following the client's message: verbal	Introduces new material					Follows without introducing new material
		1	2	3	4	5	
I.	Following the client's message: verbal & non-verbal	Disregards verbal and non-verbal messages					Responds to non-verbal messages
		1	2	3	4	5	

It is obvious that you are not able to pay the same degree of attention to everything clients say. Most likely you will pay a greater degree of attention to verbalizations which in your judgment are more central to the employment concern of the client. In this way you use attending behaviours to control the behaviour of clients by helping them to focus on the prime areas of their concerns.

If you are relaxed and feeling quite at home in the relationship, the client will be more at ease also. One important facet of the initial stages of interviewing is to relax the client and communicate in several ways that the session is for the client and that the client may use the session more or less to tell her/his own story in her/his own way.

When you respond without questions and without topic jumps, the possibility of the conversation remaining "on track" is increased and, furthermore, the client is encouraged to more quickly discriminate information or data which is central to the employment issue at hand from chatter which is peripheral to the employment issue.

c) The overall effect of attending behaviour on the client is the ***communication to the client of messages which lead the client to say such things as; "I am a significant person"***; "This counsellor believes what I have to say is important"; "This person believes that solutions are a possibility".

The overall effect of attending is the aid that it provides the client in communicating his/her concern to you, the enhancement it provides to you in listening to and understanding the client, and the opportunity it provides to the client to be really listened to.

Some Possible Problems of Attending

Feeling Artificial

One of the problems encountered in the initial stages of attempting to apply any communication skills outlined in this chapter is that you may become overly aware of the skill and in the process lose the effect of the whole interaction. Indeed, the argument that counsellors often use when they first attempt to apply a set of skills is that they cannot be themselves when they are thinking of using the skills and, therefore, they are not genuine or effective. While it is true that in the learning stages the skills may be somewhat "put on", you must remember that unless you learn and practice the skill you will never have the option of being other than what you presently are. There are some natural-born helpers but in most cases these natural-born helpers have many valuable skills at their disposal and have the option of changing themselves and their behaviour depending on what in their opinion is a helpful way of responding to a client. To be overly self-conscious is self-defeating. However, once the skills are learned you can relax and be yourself while choosing an effective way of responding to a client.

Feeling Inept at Solving Problems

Likewise, inexperienced counsellors tend to be disappointed at times because they feel they are not learning how to "solve the client's problems". Such disappointment becomes apparent particularly while the counsellor is practising skills such as attending in which emphasis is on listening to the client's message rather than giving some message of your own.

Feeling Uncomfortable With Silence

Inexperienced counsellors seem to believe that when a pause occurs, they are at fault and the lapse should be corrected at once. They regard silence as inappropriate and something which must immediately be remedied. Since experienced counsellors learn to appreciate moments of silence and to discriminate among a variety of causes of silence, they respond to silence in a variety of ways.

The client may be momentarily silent because s/he ***requires a little time to sort out his/her thoughts and feelings***. Respect for this silence is of more value than many words. When prepared to continue the client will do so. Inexperienced counsellors find these silences to be almost endless, but with experience they can be appreciated and valuable. If the silence becomes too long, making the counsellor and/or client uneasy, then it may be appropriate for the counsellor to inject a remark such as, "There seems to be a lot going on inside you; I'm wondering if you are ready to say more". In this manner the client can continue in an unthreatened, comfortable way.

Occasionally a silence occurs following the description of an unusually heartwarming, tragic, shocking or frightening experience. Both counsellor and client ***may need to absorb the depth of the emotion*** in silence. If the client finds it difficult to continue, a comment such as, "It must have been a heartwarming experience", will help him/her to continue.

Confusion will frequently lead to silence. At times clients are so loaded with emotion when they arrive that they do not know where to begin or may be confused about what the counsellor would like to hear. The counsellor may quickly break this silence with a comment such as "You just don't seem to know where to begin", or, "What brings you here today?"

The client also might be confused about something the counsellor has said. In this case, it would be best to terminate the silence quickly lest confusion begets confusion. In instances like this, it may be best for you to rephrase your statement.

Silence of ***resistance*** is another matter. Perhaps the client has revealed more than s/he had planned and, therefore, feels very uncomfortable. S/he may feel that s/he cannot trust you any further. If this is the case, then further development of the relationship may be necessary.

A pause ***could mean the completion of a topic or discussion unit***. It may have been a "dead-end" or it may have been the conclusion of a fruitful new direction. In either case it is appropriate to allow the subject to be brought to a conclusion with a summary statement by the counsellor.

The greatest danger during a period of silence is for the counsellor to jump in and fill the void with nonsense chatter. Just as the client's verbal and non-verbal messages have meaning, so may periods of silence have meaning. This is not to say that you are to deny your own feelings of discomfort during silence. By no means. In addition to the monitoring of your own feelings during periods of silence, to be effective you must also monitor the feelings of discomfort of the client. If the silence seems to be debilitating, what may be needed is continued attending behaviour with a brief paraphrase of what the client has stated.

On Attending to Oneself

You must learn to be able to listen to yourself during the counselling interview.

Following an interview, try to recall as much as you possibly can about your feelings and ideas during the interview, i.e., things you felt and thought but did not express during the interview. If you are able to listen to yourself during the interview, you are better able to communicate openly and concretely during the interview. The client may say:

> "I've been shafted so many times by counsellors in these offices and I don't want it to happen again. You've promised to deliver but just haven't been able to do so".

> The counsellor may be feeling and thinking:

> "Wow! I don't know if I want to deal or know how to deal with this hostility. I feel threatened by this person. I would like to let him know who has the power in this place. But then again, meeting hostility with hostility isn't the answer".

> The counsellor may attempt this approach:

> Counsellor: "You are extremely disappointed and angry about the help you've been getting from these counsellors. I'm wondering if you are going to write me off before we even begin. Perhaps we can pull together to find a solution. I'm willing to give it a good try."

> Desired Response of Client: "Well, I am angry and frustrated but I am here because I ***do*** want to try again and I ***do*** want to work with you to find a solution".

> Not-So-Desired Response of Client: "I'm sick and tired of all this double talk! Just find me a job!".

Keep in mind that your task is to get more desirable clarifying responses from the client. When you find yourself harbouring non-productive thoughts and feelings concerning the client, such self-awareness helps you to refocus on the ACEC tasks.

Practice Exercises

Activity One

Practise some of the attending skills when conversing with a friend, neighbour or colleague today; without making any explanations to them beforehand. Notice the effect of your attending skills on the individual with whom you are conversing; jot down your observations and share them with your colleagues.

It is important that you practise and use any newly acquired skill as quickly and frequently as often. After some of your interviews, rate yourself using the Attending Rating Scale (Figure2.2). Attending behaviour can be used in all areas of interpersonal relations. You are probably never fully aware of a skill until you have been able to "teach" it to someone.

Teach a colleague some attending skills. Keep personal log-book notes on ***what*** you taught, ***how*** you taught, some problems you had and how you attempted to overcome your problems.

In observing other people in conversation, rate them on the Attending Rating Scale (Figure2.2) or some such observation sheet as is provided in Figure 2.3. You may wish to bring to the ACEC workshop sessions observation sheets which you have developed.

Figure 2.3: Observation Sheet to Record Use of Minimal Encouragers

Does the listener make use of minimal encouragers at appropriate times?

Does the listener use a variety of minimal encouragers? Write down those used and note the number of times each is used.

Does the listener use silence appropriately? Is the speaker comfortable with the silence? Are you comfortable with the silence?

Activity Two

1. Following a conversation with a client or a colleague;
   a) List as many details as possible that you can recall from the conversation;
   b) List the feelings which were conveyed to you;
   c) List the deeper meanings you received from details observed.
2. Repeat the above several times.
3. In the next few conversations you have, make an effort to listen more attentively. Ask for clarification of anything you don't understand fully. Attempt to respond to the other person by reflecting the feeling and the meaning that you receive. Repeat until you feel you are a much better listener.

NOTE: It is important that you be conscious of listening for details, i.e., to catch more of what the other person says. In the training provided in the chapter you will note the emphasis upon listening for details of the client's communication. The listing of the ten ACEC steps provides for you a framework by which you move from focus upon ***mere*** details to the focus upon ***pertinent*** details.

Self-Evaluation: Attending Behaviour

Self-Evaluation

2.1 Describe the three major components of attending behaviour.

a.____

b.____

c.____

COUNSELLOR VALUES

Views of what clients and counsellors bring to the ACEC vary greatly from one counsellor to another. The more accurately the client is understood and the more concrete you can be about your beliefs concerning clients and how such beliefs affect your counselling, the more likely you will conduct an effective assessment interview which will serve the needs of the client.

Your basic belief system concerning clients is a reference or starting point. You fashion your methodologies around, and will, in a logical way devise means of helping which are consistent with your view of the client's nature.

Following are some beliefs concerning people held by employment counsellors who work effectively with clients. Emphasis is on those aspects of human nature which come into play when concerns and stresses plague the individual. You may wish to add others of your own.

1. Most individuals want to be successful most of the time.
2. Ineffective problem-solving skills are the result of poor habits which have been acquired over a long period of time.
3. Individuals' behaviours are greatly influenced by their belief systems.
4. Individuals may believe the task of effective living is too complicated and, therefore, perceive it to be beyond their capabilities.
5. Individuals may believe a complicated task too difficult but could perceive a simple task (which is part of the complicated task) to be within their capabilities.
6. Individuals will change their behaviour if they believe the change to be worth the effort.
7. The reward for task performance must be implicit in the task. That is, the task completion must be perceived as a reward in itself.
8. Time and energy is wasted when one blames the consequences of an individual's poor problem-solving on factors outside of him/herself.
9. Placing the blame on factors outside of an individual's control leads only to further non-productive experiences.
10. The belief that individuals are able in some manner to control the outcome of their behaviour is important to the change of behaviour.
11. Individuals lacking effective decision-making skills feel alienated when they are unable to deal effectively with recurring problem situations.
12. Individuals need a sense of belonging in order to muster sufficient courage to change their behaviour.

13. Individuals can be given a sense of belonging in an assessment counselling relationship through the use of encouragement in moving through the ACEC tasks.
14. Individuals are motivated by the expectation of satisfactorily completed goals.
15. Individuals can be responsible for their own well-being; they can become self-sustaining.

The above beliefs may serve as a useful point of reference for you, but should in no way be seen as definitive descriptions.

Practice Exercises

Activity Three

What are your views concerning worker-clients? Eliminate, adapt and add to the above list in order that you end up with a personalized list which you can use to judge the consistency-inconsistency of your attitude and behaviour within the ACEC.

Activity Four

Your view of people consciously or unconsciously affects how you interact with them. List in your personal log two general beliefs you hold about clients and specify your behaviours which are consistent and your behaviours which are inconsistent with each belief.

Refer to ACEC Cassette #1, Side B,
for sampling of counsellor-client
dialogue involved in ACEC Task #1

Once the collaborative relationship has been initiated, it provides the desired foundation upon which each of the subsequent tasks of the ACEC is completed. The collaborative relationship is maintained throughout all of the ACEC tasks with the common component of the purposefully goal-directed (ACEC task focussed) nature of the ACEC. Such commonality of focus demands, however, varying degrees of counsellor support for, and confrontation of, the client.

In moving from discussion of the ongoing relationship-initiating task, we now focus upon what could be viewed as the first of the more concrete tasks of the ACEC: that of ensuring that the client is clear as to the purpose of the ACEC.

SECTION B

ACEC Task #2: Purpose of ACEC

ACEC Task #2: Relate purpose of the assessment component of employment counselling

One important way in which the emphasis upon the collaborative nature of the ACEC and subsequent intervention components is operationalized, i.e., joint responsibility-taking for the ACEC interaction, is through the counsellor viewing and behaving as though the counselling relationship is contractual in nature. That is, that there is ongoing, explicitly stated, agreement as to the tasks and sub-tasks to be accomplished through the relationship.

Preliminary counsellor-client clarity and agreement (***contract***) on the purpose of the ACEC is important in avoiding later misunderstandings and in encouraging mutual evaluation of attainment of purpose. It, thus, is desirable that you provide concrete focus for the client as to the goals and objectives of the ACEC and the desired counsellor-client roles, i.e., what you can reasonably expect from one another. To this end, it is essential that you yourself be clear as to the overall ***goal and objectives of employment counselling***, in general, and the ***goal, objectives and tasks to be accomplished within the ACEC***, in particular. In addition, working knowledge of the ***problem-solving*** process which underlies the employment counselling model presented in this module and in subsequent modules is highly desirable.

Of course, pertinent ***paraphrasing*** as well as appropriate ***questioning*** and ***reflection of feeling*** are relevant skills to be used in clarifying and ensuring the client's understanding of and willingness to involve him/herself in the ACEC.

It may be emphasized at this time that one of the not so obvious, but very important, impacts of the assessment interview is to ensure that the client leaves the ACEC not only with commitment to specific goal(s) to be accomplished, but also with the realization that s/he has taken a definite and positive step towards enhanced employability. That is, the client is to receive the forthright communication and develop the conviction (backed by competence in service) that s/he has come to the right place to receive professional aid in his/her bid for effective employment. This feeling of confidence, this ***encouragement*** of the client, provides powerful impetus in ensuring that subsequent service is worthwhile. Indeed, all counsellors have experienced the debilitating effect a poor beginning has upon subsequent counsellor-client interaction and client progress. The importance of the client sensing movement and having commitment to work on specific goals, which are viewed by the client and the counsellor to be necessary steps towards effective employment, cannot be over-emphasized. The magnitude of such steps is not as important as the realization that a wedge, no matter how thin, has been effected towards resolution of employability barriers and productive use of employability strengths (present or potential).

The opening statements of the counsellor should initiate focus both upon the client's expectations and the counsellor's expectations concerning the immediate and intermediate goals of the assessment counselling interview and how they fit into the total scheme of delivery of CEC services. The contracting of the counsellor's role of service to the client can be communicated ***verbally*** in a straightforward manner, and ***non-verbally*** through the ongoing interaction.

One view of a contract used in the ACEC is that it is a verbal or written statement regarding what the client specifically plans to change about him/herself (in terms of beliefs, emotions and behaviours related to his/her, employability/employment) in order to reach a self-designated employment-related goal. In this view, you as the assessment counsellor simply may act as a witness and facilitator. Such a contract is used most frequently within ACEC Task #l0. The very process of arriving at the finished contract ensures greater clarity of counselling goal and, thus, greater likelihood of commitment both to the counselling goal and the required intervention.

More generally, you may view ACEC Task #2 as the initiation of a contract between the client and you to collaboratively explore and clarify the client's employment concern in order to arrive at a counselling goal to which the client can be committed. An introduction to such contracting may be the clear statement from you that:

> "I see the purpose of our meeting together to be to discuss your employment concern and to arrive at some agreement as to an employment-directed goal towards which we can agree to work."

Once the client's understanding of and agreement with the purpose is attained, the movement through the ACEC steps is followed with greater focus and purpose.

Many inexperienced counsellors unnecessarily circumvent the necessary task of initial and subsequent ***contracting*** with the client as to anticipated client and counsellor involvement. The circumvention often is justified by such counsellors in the name of "***rapport building***". Of course, the development of rapport between the counsellor and client is very important. The caution merely is made, however, that efforts at establishing rapport outside of or apart from specific tasks to be accomplished often are more debilitating than facilitating of the assessment process. Straightforward opening statements concerning mutual expectations often provide adequate opportunity to develop an atmosphere of trust and client movement. Your use of active listening skills, including, for example, attending, paraphrasing, reflection of feeling, and open-ended questions, is useful at this initial stage.

The initial focus on mutual expectations for the assessment counselling interview ensures better structuring of time and effort. That is, false notions on the part of the client regarding the objective of the assessment counselling interview are quickly brought to light and dealt with. Some such false notions may be that its purpose is "to put in time", "to give answers", or "to find out if the client is crazy". Such focus on mutual expectations, likewise, presents the counsellor from the onset in the more honest/congruent position of attempting to be consistent in thought and action in arriving at counselling goals.

Added in Figure 2.4 is a summary of the counsellor competencies required for this second ACEC task. You will note the emphasis placed on goals, objectives, and roles.

The goals and objectives of employment counselling, in general, and of the ACEC, in particular, have been set forth within the introduction of the ACEC materials. Clear understanding of the goal, objectives and tasks of the ACEC is imperative for you to achieve them with the client. Without such clarity, the client and you can easily fall victim to the undesirable situation of having "a rudder-less ship". The ACEC tasks, of course, are listed in Figure 1.2 and compose the body of the ACEC module. Desired counsellor-client roles are discussed below.

FUNCTIONS OF THE INTERVIEW

As an assessment counsellor, you will possess an understanding of the functions of the interview, will have some clarity of expectations for self and for client. You will have clarity as to the components of productive relationships, the goals, objectives and specific tasks of the assessment component of employment counselling, and role of your conscious use and non-use of self (for example, the "good" counsellor ***versus*** the effective counsellor). As such, you will be able to use the structured steps of the ACEC in establishing a trusting and collaborative working relationship and in assisting the client to achieve the goal and objectives of the assessment interview.

In addition, you will be able clearly to communicate to the client the extent of the counsellor's (or CEC's) committal to solving/alleviating/meeting of the client's employability/employment needs.

Figure 2.4: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1-2

ACEC Task Counsellor Competency	Relationship 1	Purpose 2	Concern 3	Constraint 4	Clarify Constraint (Content & Feeling) 5	(Strengths & Barriers) 6	(Assumptions) 7	Contingency 8	Clarify Contingency 9	Goal 10
COMMUNICATION SKILLS										
Attending	• •	•								
N-V Communication	•									
Questioning		•								
Paraphrasing	•	•								
Reflection of Feeling	•	•	•							
Feedback										
HELPING RELATIONSHIP SKILLS										
Empathy	•	•								
Respect	•	•								
Genuineness										
Self-Disclosure										
Concreteness		•								
Confrontation										
Immediacy										
Encouragement	•	•								
ATTITUDINAL										
Responsible Caring	•	•								
Optimism	• •	•								
Confidence	• •	•								
Adaptability/Flexibility	• •	•								

Figure 2.4: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1-2 (cont'd)

	1	2	3	4	5	6	7	8	9	10
CEIC										
Goal and Objectives of Employment Counselling		• •								
Goal, Objectives and Tasks of the ACEC		• •								
CEIC Documentation	•									
CEIC Services and Programs		•								
Labour Market										
COUNSELLING PROCESS										
Interview Function	•	•								
Problem-Solving		•								
Desired Counsellor-Client Roles	•	• •								
Irrational Beliefs										
HUMAN DYNAMICS (Valuing Process)										
Valuing										
Work Motivation										
Counsellor Values	• •									
(Change Process)										
Client Employability Strengths & Barriers										
Adult Development										
Locus of Control	•									
Problem Ownership										
Coping Behaviour *vs.* Defensive Behaviour	•									

Let us now briefly review the function of various types of interviews as seen from the perspective of the employment counsellor. Such functions are not presented with the expectation of slotting ACEC as any one type of interview. Rather, the various ACEC tasks individually can be better seen as emphasizing one function more than others. Indeed, all four functions are incorporated within the ACEC. The breaking down of the function of various types of interviews is helpful in sharpening one's understanding and appreciation of the goal, objectives and tasks of employment counselling, in general, and the assessment component of employment counselling, in particular. To this end, functions, examples and characteristics of the following four general categories of interviews will be outlined:

1) fact-finding
2) fact-giving
3) influencing-change-imposed
4) influencing-change-not-imposed

The function of the ***fact-finding*** type of interview is to elicit facts. Fact-finding information within ACEC can be seen in the employment counsellor's seeking of definite information throughout most of ACEC tasks. For example, the initial fact-finding may be the employment counsellor's confirmation within ACEC Task #2 of the client's acceptance of the counselling goal formulation purpose of the ACEC. One example of a fact-finding interview within the CEC is the eligibility interview, in which information needed to decide upon a client's eligibility and suitability for a specific CEIC program or service is obtained and evaluated according to predetermined criteria. Another example of a fact- finding interview outside of the CEC is that of an employer interviewing a candidate for a job. Some characteristics of such interviews to keep in mind are:

1) client may not be consciously aware of all the facts being gathered;
2) client may accurately answer questions but fail to convey the underlying truth;
3) client must be sufficiently at ease in the situation to bring up points not brought up explicitly by the interviewer;
4) client may not recognize that s/he is being asked a question that cannot be answered accurately without a wider range of knowledge than s/he possesses;
5) interviewer must not waste time in collecting irrelevant information.

As the name implies, the function of the ***fact-giving*** interview is to give facts. The ACEC Task #2 of relating purpose of the ACEC, the CEC information interview, and the normal lecture are examples of fact-giving interviews. It is to be noted that your client within the ACEC at times may be prevented from carrying out a fact-giving interview when you insist on conducting an irrelevant fact-finding interview. That is, if you were to insist on dwelling overly on the client's early childhood, or dwelling overly on interpretation of client dynamics, such insistence may prevent both the client from clearly articulating or you from hearing the client's concern, constraint and contingency statements. The primary characteristic of the fact-giving interview is that the person receiving the facts has to want to receive them if the interview is to be effective. The purpose of the ACEC, of arriving at a mutually-agreed-upon counselling goal or action plan, allows for the client to present him/herself at the intervention phase of counselling as an individual who knows what is to be done and is motivated to receive and use the information/help required.

The function of the ***influencing interview in which change is imposed*** is to bring about a predetermined change in the other person. It is true that there is the element of influence or manipulation in every interview in that the interviewer has to bring the client into a frame of mind in which s/he will communicate. It should be clear to the employment counsellor that manipulation of others need not be harmful. The harmful component of manipulation is often evidenced in an indoctrination of an individual in which the individual is provided a planned environment designed to influence his/her thinking in a prescribed manner in order that s/he develops greater dependence on the influencer (indoctrinator). Education, on the other hand, as a component of manipulation, represents the situation in which an individual is provided a planned environment designed to influence him/her to think in a presented manner in order that s/he is able to develop greater independence on the influences (educator). It is this educative dimension of influence/manipulation which governs the collaborative (i.e., contractual/partnership), mutually educative relationship within the ACEC.

With the distinction between indoctrination and education clearly in mind, the employment counsellor is able to view the relationship building task as important in soliciting client cooperation in the concern-constraint- contingency-counselling goal (or action plan) sequencing of ACEC.

As an employment counsellor, you are in the business of selling yourself in order that the client feels a willingness to explore his/her employment concerns with you. Thus, the importance of the first task of the ACEC: that of initiating and maintaining a relationship of mutual respect. A characteristic of the influencing-change-imposed interview is that it may be preceded by a fact-finding interview but only those facts (e.g., complaint, constraint...) are elicited that will enable manipulation to be effective.

The function of an ***influencing-change-not-imposed*** type of interview is to allow the client to develop a different attitude/behaviour owing to changes in his/her own thinking. Although all four types of interviews discussed are components of the ACEC, it is this influencing-change-not-imposed type of interview which represents the overall spirit of the ACEC. Do not lose sight of the fact that clear structure (i.e., the explicit statement of ACEC tasks to be attained) is devised for the ACEC to facilitate client problem-solving of client-owned employment concerns. It is within the influencing-change-not- imposed type of interview that there is rational discussion of relatively clearly stated concerns; in which there is the reformulating and clarifying of the client's understanding of his/her employment concern in a different light and in different terms ("insight-gaining") and in which there is a supportive- ness on the part of the interviewer who attends, focusses and encourages the client towards enhanced employability. It is this type of interview in which the greatest amount of collaborativeness and responsible caring is required.

DESIRED COUNSELLOR-CLIENT ROLES

As an assessment counsellor, you will be able to demonstrate an understanding of counsellor-client roles as they affect the collaborative nature of the client-counsellor relationship requirement of the ACEC. Such understanding is helpful in your avoidance of misunderstanding and communication gaps with clients, colleagues, ***et cetera***.

A simple and useful view of role is that of a structured way of operating with others. The individual may be viewed as being in a succession of roles which relate the individual to an intricate series of social systems, e.g., student, client, counsellor, colleague, manager, neighbour, parent.

Of importance to the assessment counsellor is the distinguishing of four separate dimensions of role. Failure to delineate such dimensions often leads to unnecessary misunderstanding.

Role expectation is what society expects of the individual, e.g., what the counsellor expects of the client within the assessment interview; what the client expects of the counsellor within the assessment interview; expectations of employer regarding client and of client regarding employer; expectation of manager as to job of the counsellor. Role expectations constitute the "rules of the game"; they are prescriptions in the social system, i.e., underpinnings of the ACEC.

Role conception is how the individual perceives his/her role. Role conceptions of the same job may vary with each individual occupying the job. For example, one CEC employment counsellor may perceive his/her job to be that of being "hard-headed" and confronting with clients; another such counsellor may perceive his/her job as being "soft-hearted" and empathic with clients; whereas a third counsellor may perceive his/her role as being both empathic and confronting depending upon client need. Role conceptions are formulated within the individual and are influenced by such things as values, temperament, attitudes and life style. Role conception may or may not be in line with role expectation in any particular setting. It is important for the client's concept of the ACEC to be in line with the herein stated goals and objectives of the ACEC.

Role acceptance is the individual's degree of acceptance/rejection/ indifference to expected or conceived roles. Just as ***clients*** may accept their expected roles decisively or with hesitation and, possibly, hostility, also may ***counsellors*** accept or reject bureaucratically defined roles. Regarding the ACEC, your acceptance of the ACEC goal, objectives, and tasks is an important prerequisite to effective functioning in your role as an ACEC counsellor. Likewise, unless the client is clear as to expectations (i.e., purpose) of the ACEC and accepts the stated purposes as being valid for him/her in his/her employment concerns, limited success is likely.

Role performance is what the individual actually does, given the role expectation, conception and acceptance. The client's taking of responsibility in the assessment interview to delineate employment/ employability strengths and barriers, define goals, and commit him/herself to such goals depends upon:

1. the counsellor's clarity in explicitly/implicitly communicating the purpose of the assessment interview;
2. the client's receipt of the message as to purpose; and
3. the client's acceptance of the purpose.

Within environments perceived as hostile, the client typically will act defensively in order to avoid threat to his/her self-concept. Within environments perceived as supportive and accepting, the client is more likely to explore more freely and realistically him/herself, the world of work and the interaction of self and the world of work and, thus, reach consistency within and among role expectation, role conception, role acceptance and role performance. It is then seen that the second ACEC task (of making clear the purpose of the ACEC), as well as the subsequent ACEC tasks, are best conducted within a collaborative relationship of mutual respect.

Refer to ACEC Cassette #1, Side B, for sampling of counsellor-client dialogue involved in ACEC Task #2

Once the relationship has been established with clear purpose in mind, the actual movement of the client in goal-directed fashion is initiated by focussing upon the client's employment concern. Before turning to this third ACEC task of eliciting a statement of the client's employment concern, please review the two competencies of contracting and knowledge of possible role expectation, conception, acceptance and performance before completing the following brief self-evaluation.

Self Evaluation: Interview Function

Self-Evaluation

2.2 Give an example of an employment counselling interview where each of the following types of interviews based on interview function is used within the ACEC:

a) fact-finding;
b) fact-giving;
c) influencing-change-imposed; and
d) influencing-change-not-imposed.

2.3 Provide an example of counsellor dialogue in contracting with the client regarding ACEC Task #2.

2.4 Distinguish between the following dimensions of client and/or counsellor role.

a) expectation;
b) conception;
c) acceptance; and
d) performance.

SECTION C

ACEC Task #3: Concern Statement

ACEC Task #3: Elicit from client a statement of employment issue/concern

The client's ***employment concern*** may be elicited by you directly or indirectly. An example of a concern statement would be: Client: "I ***can't*** go to job interviews". Often a concern statement is voiced by the client without any prompting by the employment counsellor. However, if a concern statement has not been voiced by the time that you have outlined the purpose of the assessment interview, a ***direct question*** may be voiced regarding the client's employment concern; Example: Counsellor: "What brings you here?"

Empathy and ***respect*** in the relationship has been found to be related to level of client exploration and to client commitment both to work on the counselling tasks and to work on the counselling goals developed. Reduced empathy and respect on your part, resulting in reduced client exploration and client commitment, leads to limited client involvement in the ascertainment of his/her employment concern needs. Such limited client involvement hampers the clear description of such concern needs.

It may be added that assessment of ability and ascertainment of required licenses ***et cetera*** provide only partial knowledge of client employment needs. The client's ***employment strengths and barriers***, such as self-concept, work motivation, sense of loss, sense of control over his/her environment, sense of problem ownership, ***et cetera***, are necessary adjuncts. It is only through meaningful, empathic relationships that the latter necessary, but more subjective, type of information can be gained in ascertaining client employment needs.

In eliciting a concern statement, it is important to remember that the frequent mistake that is made by many beginning counsellors is the over- emphasis on the content of the client's utterances. This is not to say that the content is unimportant; on the contrary, it is very important. The reality, however, is that the elicitation of content (i.e., the elicitation of the employment concern) is greatly facilitated through your empathic stance. Therefore, do not think that you are simply "beating-around-the-bush" as you reflect the feeling of the client and as you attempt to get a more in-depth and specific understanding of the client's employment concern. Such in-depth and specific understanding provides greater focus upon the attainment of this and subsequent ACEC tasks.

Once an employment concern has been elicited, the counsellor takes an ***active listening*** stance in exploring and summarizing the expressed concern plus related and possible additional concerns. If more than one concern has been expressed, the counsellor implicitly or explicity focusses the client in a problem-solving manner on the selection of a relevant concrete concern to be explored more fully. The clear ***contracting*** of concern to be of focus is useful both to the counsellor and the client in providing clarity of direction of the interview and to ensuring the development of a collaborative relationship. It is to be noted that the purpose of employment counselling, whether it be within the assessment or intervention component, is to devise means of ***dealing*** with employment concerns rather than merely ***talking*** about such concerns.

Let us once again turn to a graphic representation of the competencies required of you to effectively fulfil the third ACEC task. Turn to Figure 2.5.

The communication skills of paraphrasing, reflection of feeling and empathy - highly important employment counsellor competencies used in eliciting client concern statements - will now be examined.

PARAPHRASING

Description

Paraphrasing is a special style of attending which requires that you either (I) accurately repeat, in your own words, the verbal message given you by the client, or (2) verbalize your ***understanding*** of the client's verbal and/or non-verbal communication. All paraphrases are tentative statements concerning the client's communication. As such, they are voiced with some inflection denoting an implicit question as to the correctness of the paraphrase.

As suggested above, two forms of paraphrasing may be distinguished: the testing of your understanding of the client's communication by (1) restating the content of the client's message in similar but usually fewer words ***(descriptive paraphrase***, or (2) expressing ***your*** understanding of the client's comment. ***(confronting paraphrase)***.

The assessment counsellor is always looking for the core meaning of what is being expressed within the client's complaint, constraint, contingency and goal statements; is always attempting to ferret out the essential message of the client from the extraneous material presented. ***Descriptive paraphrasing*** may be seen as word-swapping (repetition of client's communication in your own words, e.g., Client: "I'm tired" - Counsellor: "You're fatigued?"). ***Confronting paraphrasing*** is not such a regurgitation of what the client has said but rather is what the counsellor thinks the client may be communicating. (e.g., Client: "I'm tired - Counsellor: "You don't think that what we are doing is worthwhile?") By means of effective paraphrasing, the counsellor communicates an understanding of the meanings of the client's verbal and non-verbal communications.

Figure 2.5: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1-3

ACEC Task / Counsellor Competency	Relationship 1	Purpose 2	Concern 3	Constraint 4	Clarify Constraint (Content & Feeling) 5	(Strengths & Barriers) 6	(Assumptions) 7	Contingency 8	Clarify Contingency 9	Goal 10
COMMUNICATION SKILLS										
Attending	* *	*	*							
N-V Communication	*		*							
Questioning		*	*							
Paraphrasing	*	*	* *							
Reflection of Feeling	*	*	* *							
Feedback										
HELPING RELATIONSHIP SKILLS										
Empathy	*	*	* *							
Respect	*	*	*							
Genuineness										
Self-Disclosure										
Concreteness		*	*							
Confrontation										
Immediacy										
Encouragement	*	*	*							
ATTITUDINAL										
Responsible Caring	*	*	*							
Optimism	* *	*	*							
Confidence	* *	*	*							
Adaptability/Flexibility	* *	*	*							

Figure 2.5: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1-3 (cont'd)

	1	2	3	4	5	6	7	8	9	10
CEIC										
Goal and Objectives of Employment Counselling		* *								
Goal, Objectives and Tasks of the ACEC		* *								
CEIC Documentation	*									
CEIC Services and Programs		*								
Labour Market			*							
COUNSELLING PROCESS										
Interview Function	*	*								
Problem-Solving		*								
Desired Counsellor-Client Roles	*	* *								
Irrational Beliefs										
HUMAN DYNAMICS (Valuing Process)										
Valuing										
Work Motivation			*							
Counsellor Values	* *									
(Change Process)										
Client Employability Strengths & Barriers			* *							
Adult Development			*							
Locus of Control	*		*							
Problem Ownership			*							
Coping Behaviour vs Defensive Behaviour	*									

While complete separation of content and feeling in communication is impossible, it is beneficial to be able to provide greater focus on one or the other. In paraphrasing, emphasis is placed on the ***cognitive*** aspects of client communication. The affective domain of client communication is dealt with in the following section entitled, "Reflection of Feeling". Provided below are examples of paraphrases.

Examples:

Client: "I don't know if I've come to the right place for help in finding a job."

Counsellor:

Descriptive paraphrases

"You're wondering if we can be of help to you in gaining employment(?)"

"You're unclear as to the services offered within Canada Employment Centres(?)"

Confronting paraphrases

"You have friends who say that they have not received much apparent help here(?)"

"You're wondering if you need more than just information on where the jobs are (?)"

Purpose

Five major purposes of paraphrasing may be identified. One purpose is ***to let clients hear what they have said.*** This purpose is based on the assumption that the clients will come to a better self-understanding when they hear their own ideas spoken by someone else.

Another purpose of paraphrasing is ***to communicate to the client that the counsellor is in fact attending.*** The counsellor is attending so carefully that s/he can relay back the client's meanings.

By illustrating that you are attending, you communicate interest in the client. You are telling the client that you care and are concerned. You communicate to the client that you believe that his/her concerns are worth listening to and, thus, s/he is a worthy person. The effective paraphrase conveys a warm, positive, accepting attitude toward the client.

Another purpose of paraphrasing is ***to clarify and focus.*** The counsellor is able to discriminate between client verbalizations which are essential to the message being communicated, and/or which enhance employability, and client information which is non-essential, rambling or tangential. By paraphrasing, you are able to bring to the client greater awareness of statements s/he is making and you are able to bring order out of what may seem to be a series of unrelated statements. Thus, an effective paraphrase helps to crystalize the client's comments and to give the client better direction.

A further purpose of the paraphrase is ***to check the accuracy of your perceptions***. You will never know whether your perceptions are accurate unless you check your understanding of the client's statements and ascertain whether, in fact, the client agrees or disagrees with your perceptions. An effective paraphrase, therefore, clarifies the client's comments for him/herself and also checks the accuracy of your perception.

Effective paraphrasing also ***encourages the client to continue***. The more accurate the paraphrase, the greater the encouragement it provides for the client to continue. An effective paraphrase offers this encouragement to the client without taking the responsibility for the session from the client's shoulders.

How It Is Done

Paraphrasing is a skill which requires the counsellor to attend carefully to the client.

The effective paraphrase requires the ability of the counsellor to put him/herself in the shoes of the client and to see the world from the client's point of view.

Let us look at further examples of paraphrasing.

Example 1

Client: "I was fired yesterday. After all those years at the plant and now this general lay-off. I have no idea what to do next".

Counsellor:

"You put a whole lifetime of work at the plant and suddenly it's over".

Example 2

Client:

"It's so hard knowing she's in the hospital and there is nothing, just nothing I can do about it".

Counsellor:

"Having her in the hospital presents you with a lot of problems".

The cue to you as to the effectiveness of the paraphrase is if the paraphrase allows the client to understand more clearly that which s/he is communicating. Increased effectiveness of communication often is demonstrated by the client's modelling of your behaviour, i.e., by the ***client's*** use of paraphrasing in gaining greater clarity as to your communication.

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Possible Difficulties

For the novice, paraphrasing may be confused with parroting, which is the verbatim repetition of the client's communication.

Example:

Client: "I'm confused".

Counsellor: "You're confused".

Client: "Yes, I don't know what to do".

Counsellor: "You don't know what to do".

Client: "You seem to be simply repeating everything I say".

Counsellor: "You see me as apparently repeating everything you say".

Practice Exercises

Activity Five

Read the following client/counsellor responses. Determine which counsellor paraphrase is most effective. Formulate an alternative paraphrase which you believe states the client's concerns more completely.

Client:

I'm terribly concerned about my scores on the tests you gave me. I'm not sure what I can do. It was a bad day for me; everything went wrong. I'm afraid it will jeopardize my chances at getting the work I want.

Counsellor:

(Paraphrase) It was a bad day for you.

(Alternative Paraphrase) You feel the test scores do not adequately reflect your potential because you had a bad day.

(Alternative Paraphrase) You're afraid the poor test results will keep you out of work which you could really enjoy.

(Alternative Paraphrase)

Activity Six

Using the following client statements, formulate what you believe to be effective counsellor responses in the form of paraphrases. Compare your responses with a colleague.

1. Client: My welfare cheque hasn't arrived. The phone company is threatening to disconnect my telephone and my parents are getting tired of feeding and housing me.

   Counsellor Paraphrase

   Descriptive: ______________________________

   ____

   ____

   Confronting: ______________________________

   ____

   ____

2. Client: I've decided to quit the job I have and look for something different. I just can't seem to handle the pressure very well. . . I seem to be able to do the work OK so I'm wondering if I take another job whether it could be more of the same or maybe worse...

   Counsellor Paraphrase

   Descriptive: ______________________________

   ____

   ____

   Confronting: ______________________________

   ____

   ____

3. Client: My husband is at me all the time to get out and get a job. . . and I would like to do that but what about the kids; I know I could get a sitter but is that what's best for all of us?

   Counsellor Paraphrase

   Descriptive: ______________________________

   ____

   ____

   Confronting: ______________________________

   ____

   ____

Self-Evaluation: Paraphrasing

Self-Evaluation

2.4 Distinguish between, and provide examples of, a descriptive paraphrase and a confronting paraphrase.

2.5 State five purposes of paraphrasing within the ACEC.

REFLECTION OF FEELING

Description

What the client is saying communicates content, (ideas and thoughts). ***How*** the client is saying it communicates feeling and emotion. ***What*** the client says and ***how*** s/he says it together make up the ***meaning*** of his/her message. Paraphrasing is focus on the content, whereas reflection of feeling is focus on feelings and emotions. To increase your understanding of and skill with reflecting feelings, it is useful to distinguish four levels of feeling: experience, perception, indirect expression and description.

Experience of feeling refers to the actual occurrence or happening of the feeling within a person and with which the person may or may not be aware. For example, many clients experience feelings of resentment in respect to their unemployment. Conversely, some clients use their statement of employment concern within ACEC Task #3 as a release which allows them to maintain an irresponsible stance.

Perception of feeling refers to bringing into conscious awareness that feeling which is being presently experienced. Identifying the feeling which one is experiencing sounds deceptively simple but, indeed, is a difficult task for some people all of the time and for most people some of the time (e.g., "I know what I'm feeling, but I can't explain it"). It is a difficulty that many CEIC clients experience. Your job within Task #5, for example, is to clarify the feeling components of the client's constraint statement.

Indirect expression of feeling refers to the communication of feelings without actually naming them. Such communications may be verbal or non-verbal. Verbal communications may be ***commands*** (e.g., "Sit down!"), ***questions*** (e.g., "Can't you ever get anything right?"), or ***accusations or judgments*** (e.g., "You're stupid!"). Non-verbal expressions include ***bodily changes*** (e.g., trembling, blushing, sighing, crying, becoming silent, keeping another waiting, perspiring) and ***actions*** (e.g., smiling, slouching, licking lips, hugging, hitting).

Description of feeling refers to the direct communication of feelings through words by naming the feeling (e.g., "I feel happy"), or by describing the feeling through figures of speech (e.g., "I feel like I have just won a million dollar jack-pot!") or through action urge (e.g., "I feel like kissing you!").

Your usual job within Tasks #5 and 6 of the ACEC is to move the client from experience, to perception, to expression, to description of the feeling components of the client's constraint statement. Such description allows the client to better understand and deal with the feeling components. Of course, some clients may well be good describers of their feeling but may defensively avoid any non-verbal expression. You, of course, will note the important modelling effect you provide in the congruence between your non-verbal (expression) and verbal (description) communication with clients. The "stone-faced" counsellor is neither very self-disclosing nor communicative!

In summary, ***attending*** is a method of communicating to the client that you are physically present. ***Paraphrasing*** is a method of communicating to the client your understanding of, or response to, the content of his/her message; you are cognitively present. ***Reflection of feeling*** is a method of communicating to the client that you are emotionally present with the client.

Purpose

A major purpose of reflecting client feeling within the ACEC is to bring vaguely expressed feelings into ***clearer awareness***. In addition, reflecting of feeling aids in assisting the client to "own" his/her feelings - to claim ***ownership*** of them - to admit that these feelings are a part of him/herself. Rather than saying "***it*** does not seem right", the client can say "***I*** don't feel good about that".

Finally, and perhaps most important, reflection of feeling reinforces the belief of the client that the counsellor is truly present to the client's understanding and feeling with him/her. High levels of ***empathy*** are communicated to the client through accurate reflection of feeling. By means of reflection of feelings, the client becomes aware that the counsellor can participate or share in the client's world. The client is able to say to the counsellor, "You seem to be describing the very world in which I live and move and yet you're not aggressive, hostile or anxious. Perhaps there is a way out for me".

The effective use of reflection of feelings helps the client to achieve a greater degree of understanding and ability to cope with emotions which may be overwhelming his/her life.

In summary, reflection of feeling helps the client to bring feelings into clearer awareness and, at the same time, to claim ownership of them while simultaneously helping you to communicate a sense of counsellor presence to and with the client.

How It Is Done

Reflection of feelings is an attempt by you to express in fresh words the essential attitudes and feelings of the client.

Skillful use of this technique is dependent upon ability to identify feelings. The effective counsellor attempts to remain in touch with his/her own feelings while attending to both the expressed and hidden feelings of the client. Functioning like a mirror or an echo, the counsellor reflects these feelings thereby allowing the client to gain a clearer recognition of them.

The reflection may not always be accurate. Surprisingly, the accuracy or inaccuracy of a specific reflection is not of major importance. The client appreciates the attempt at understanding as much as actual understanding. At other times, your reflection may be accurate but the client may be unwilling to accept its validity. It may be too threatening for the client to acknowledge or to accept ***ownership*** of the feeling. Thus, denial of a feeling by a client is not an absolute denial of its existence; it may be an inability to "own" the feeling.

Two areas to note are those of the need to consider positive feelings and the need to consider the use of silence. Positive feelings are too often overlooked by counsellors, with a resulting unnecessary and unfortunate exclusive focus on the negative. In addition, a very powerful technique to elicit feelings is that of silence. A phrase such as, "Take your time, there is no rush", followed by a peaceful pause allows the client to experience, perceive and describe a current feeling.

Another effective technique to reflect unexpressed feelings is to accompany the reflection with a description of the client's behaviours which permits you to perceive the client's feeling. In such ***behaviour description***, you describe the observed behaviour specifically and unemotionally ("You are sitting on the edge of your chair, have your hands clasped tightly and have a frown on your forehead, so I have the hunch that you are feeling quite tense").

Reflection of feelings is a skill which inexperienced employment counsellors often find difficult. Their tendency is to focus on content rather than on feelings. Initially, you may have to make a determined effort to listen for and focus on feelings, both expressed and implied, until this skill becomes integrated.

The following examples demonstrate the focus on reflection of feelings.

Client: I was fired yesterday - general lay-off - after all those years at the plant - no idea what to do next.

Counsellor: You are feeling bewildered and abandoned.

Client: I just won't take it any longer, I'm going to tell my boss what I think of him.

Counsellor: You are fed up and determined to take some action.

Client: It's so hard knowing she's in the hospital and there is nothing, just nothing, I can do about it.

Counsellor: You feel so completely helpless, unable to do anything at all.

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Possible Difficulties

The most common error in reflection of feelings is stereotyped responses. Many counsellors when they first practice reflection of feeling tend to begin their reflections with "You feel...", "It seems to you...". If these words are used too frequently, the counsellor may communicate insincerity. It is important that your "feeling vocabulary" be extensive and that your style of reflecting be varied.

Errors in timing are also common. Inexperienced employment counsellors frequently try either to reflect every statement or else wait for a long monologue to finish and then attempt to reflect every nuance of the complex remark. It is not essential that every statement be reflected. Counsellors must learn to judge when a reflection is appropriate, and also how and when to interrupt with a feeling reflection.

Another danger is reflecting with too great a depth of feeling. Even though the depth may be accurate, the effective employment counsellor is aware of client readiness and will attempt to not only reflect accurately but to reflect a depth of feelings with which the client can identify.

***Example*:**

Client: I'm not sure I can make it at this job...

Counsellor: You feel that you are a complete failure.

This response may be inappropriate because it may be too strong. A better response might be:

Counsellor: "You want the job and you want to keep on trying out - you aren't sure of the outcome".

A final point to be made on the communication skill of communication of feeling is that you must use language appropriate to that of the client in order to have the reflection understood.

Client: "I'm so shy, I can't make it with the girls."

Counsellor: (inappropriate response) "Your inferiority complex really gets in your way."

However, the language must also be natural to you. For instance, the use of "mod" language may communicate artificiality and thus, lead the client to deny your authenticity.

Before moving on to some exercises designed for the practice of reflecting feeling, let us view the three communication skills highlighted thus far (attending, paraphrasing, and reflection of feeling) under the term, "empathy".

Empathy refers to your ability to ***feel with*** the client, e.g., to feel ***as if*** you are experiencing and having some understanding of the client's happiness, concern, et cetera. It is an ability to see the world through the client's eyes, to "walk in the shoes" of the client, to tune in to the thoughts and feelings of the client AND the communication to the client that you are attempting to see, to walk in the shoes of and to tune in. As an effective assessment counsellor, you are able both to discriminate the client's world and to communicate to the client what you see to be his/her world.

Empathy often is mistaken for sympathy. Sympathy includes feeling for the client, e.g., feeling sad for the client. In effect, in empathizing with the client you are able to tune in to the client and express to him/her through your response that you understand what s/he is feeling at that moment but you do so from a position removed from the client's situation. You are in the "as if" position yet still able to maintain your own perspective without being caught up with the client's emotion.

It is not enough to say 'I understand' or 'I know what you're feeling', as the client is liable to think, 'No, he doesn't' or 'She's just saying that'. The client may get a feeling of superficiality or artificiality if these phrases are used. It is important for you to let the client know specifically what you understand of the client's verbal and non-verbal communi- cation. This can be done through the use of the attending, paraphrasing and reflection of feeling communication skills. The key to empathic understanding is listening. You must listen not only to the words the client is using but also be alert to the non-verbal messages being expressed by the client.

To do this as effectively as possible you must try to understand what the client is saying not only from an external point of view, but also from an internal point of view (from the client's frame of reference). If you stand outside and 'judge' from your point of view, the paraphrase or reflection of feeling is less likely to be accurate. The collaborative relationship between the client and you develops as the empathy level builds. In developing empathy you use yourself as an instrument. You express back to the client the emotions and feelings you hear him/her expressing. You let the client know that you understand what has been said so that it may be confirmed.

When beginning to learn and practice the skill of empathy, the counsellor usually finds that s/he can very quickly learn to respond empathically to the obvious surface thoughts and feelings. These are not necessarily superficial thoughts and feelings, but rather, are those most easily recognizable.

Some counsellors want to 'show off' their various skills to the client. Problems may develop as the skills are used inappropriately. In the case of empathy this could mean that they do accurately perceive the deeper or hidden feelings implied in the client's response, but rather than keeping that information for use later, they plow right in and hand it back to the client without first checking to make sure from all the other information they have that the use of it at this time is productive.

In many ways counselling is an art. It is not enough just to respond correctly to each thing the client says. Rather, one has to orchestrate the counselling session. One has to observe keenly and listen intently, keeping in mind all the information which is given; thus, the necessity for integration and instinctive use of the skills. This requires knowledge, practice and ability. Good timing is one of the keys to good counselling.

The skill of timing - knowing when to introduce something - includes collating all previous information, using attending skills and skills of paraphrasing, reflection of feeling, questioning and summarizing to make sure the client is ready to take the next step. You are learning and practicing communication skills which are an integral part of the whole ACEC process.

Having situated the attending paraphrasing and reflection of feeling skills within the general skill of empathy let us now return to practise in reflecting feeling.

Practice Exercises

Activity Seven

In the examples below, encircle alternatives which you believe to best name the feeling(s) expressed.

1. "I don't tend to talk about myself that much. I don't know if I can open up with you. Exploring my personal strengths and obstacles to employment is something that I haven't thought that much about myself - never mind talking to someone else about them."

   This person feels:

   (a) doubtful
   (b) elated
   (c) put out
   (d) enthusiastic
   (e) congenial
   (f) confident
   (g) agitated
   (h) confused
   (i) put upon
   (j) resentful

2. "The straight forward and organized manner in which we are dealing with my job-getting concerns is really helping me. I actually am looking forward to working on the counselling goals we have come up with. I just feel so much more in control."

   This person feels:

   (a) assured
   (b) depressed
   (c) pleased
   (d) sad
   (e) brave
   (f) downcast
   (g) discouraged
   (h) worried
   (i) strong
   (j) competent
   (k) alive
   (l) listless

3. "I can hardly believe it! When I heard the rumour about cutbacks at the office, I was sure I would be the first to go because I've been there the shortest time. And now, instead of being let go, I'm being transferred to the accounts section, which is where I wanted to go in the first place, but there were no openings then."

   This person feels:
   (a) upset
   (b) excited
   (c) confused
   (d) delighted
   (e) frustrated
   (f) angry
   (g) resigned
   (h) happy
   (i) helpless
   (j) relieved
   (k) on top of the world

Activity Eight

For the following client situations, write down several words which describe how the client might have been feeling.

1. Client statement:

   "Since I lost weight, I feel like a million dollars. It's great!"

   Feelings present: ______________________

2. Client statement:

   "I thought you'd never get here!
   What took you so long?"

   Feelings present: ______________________

3. Client statement:

   "Whenever you work as hard as I worked toward a goal and then something like this happens, it's enough to make you want to give up."

   Feelings present: ______________________

4. Client statement: (Add your own example)

   ____

   ____

   Feelings present: ______________________

5. Client Statement: (Add your own example)

   ____

   ____

   Feelings present: ______________________

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Activity Nine

Reflect the following client feeling states by means of:

(a) name

(b) figure of speech (comparison of client's feeling with something else by use of simile or metaphor) or action urge (indicating what physical action the feeling tends to elicit in the client).

Example:

Pressured:

(a) name: You feel overworked. . . squeezed. . . burdened.

(b) figure of speech or action urge: You feel as if you were in a pressure cooker; you feel like a department store clerk with seventeen customers demanding service at the same time; you feel as if you were going to explode; you'd like to just walk away from the situation.

1. ***Angry:***

   (a) name: ______________________________

   (b) figure of speech or action urge: ____________________

   ____

2. ***Anxious:***

   (a) name: ______________________________

   (b) figure of speech or action urge:

   ____

3. ***Ashamed, embarrassed:***

   (a) name: ______________________________

   (b) figure of speech or action urge: ____________________

   ____

4. ***Defeated:***

   (a) name: ______________________________

   (b) figure of speech or action urge: ____________________

   ____

5. ***Confused:***

   (a) name: ______________________________

   (b) figure of speech or action urge: ____________________

   ____

6. ***Joyful:***

   (a) name: ______________________________

   (b) figure of speech or action urge: ____________________

   ____

Activity Ten

Reflect the client feelings expressed in Activity Two by means of figures of speech or action urges.

1. ____

____

____

2. ____

____

____

3. ____

____

____

4. ____

____

____

5. ____

____

____

Activity Eleven

Construct a "Feeling Word List" of a minimum of twenty-five words which depict feelings experienced by colleagues or you when in contact with employee-clients. Keep this word list in your personal log. You may wish to emphasize those feelings you experience about yourself, i.e., your competence, your wonder at the strength of some clients to bear up under many difficulties, et cetera.

Activity Twelve

For each feeling represented in your "Feeling Word List", construct an equivalent action urge or figure of speech. Periodically return to this list to add additional action urges or figures of speech in order to extend your practice in describing "here and now" (i.e., immediacy) feelings.

Self-Evaluation: Reflection of Feeling

Self-Evaluation

2.7 List three purposes of using reflection of feeling within the ACEC.

2.8 Give examples of two behaviour descriptions.

2.9 For the following samples of client expressions of feeling:

(a) from the list of feeling-words presented, select the feeling expressed, and

(b) write at least one other word to describe the feeling expressed.

Sample I:

"I really don't know what I'm doing here. You're the third counsellor I've been to here over the past two months. None of the other counsellors have done any good. It's a waste of time. Let's call it quits."

This person feels:

(a) empty
(b) jubilant
(c) resentful
(d) cornered
(e) angry
(f) inferior
(g) reluctant
(h) "damned if I do, damned if I don't"
(i) picked on
(j) ignored
(k) discouraged

Other word descriptions:

Sample II:

"My instructor told me yesterday that I've improved tremendously in my language usage. I always knew I could do fairly well if I really put some effort into my studies. It's paying off!"

This person feels:

(a) disillusioned
(b) skeptical
(c) competent
(d) unsure
(e) gratified
(f) tolerant
(g) cautious
(h) annoyed

Other word descriptions:

2.10 For the following client statements, write a minimum of two words which describe how the client might have been feeling.

(a) Client statement:

"How can I ever face them again? They will be laughing about my mistakes for years!"

Probable feelings present:

(b) Client statement:
"Don't crowd me!"

Probable feelings present:

2.11 Write reflection of feeling statements for each of the following client feeling states by use of:

i) name
ii) figure of speech or action urge.

a) ***Boredom:***

i) name: ______________________________

ii) figure of speech or action urge: ______________

b) ***Hope:***

i) name: ______________________________

ii) figure of speech or action urge: ______________

2.12 For each of the client statements presented in question 2.11, provide a reflection of feeling by use of a figure of speech or an action urge.

a) ______________________________

b) ______________________________

2.13 List a minimum of twenty-five words and twenty-five action-urges or figures of speech depicting feelings experienced by colleagues or you when in contact with worker-clients.

2.14 Distinguish reflecting of feelings from paraphrasing.

Refer to ACEC Cassette #1, Side B, for sampling of counsellor-client dialogue involved in ACEC Task #3

Once the concern statement has been identified, the counsellor and client turn to the task (ACEC Task #4) of converting the concern statement into a constraint statement. This task is the subject of Section D.

SECTION D

ACEC Task #4: Constraint Statement

ACEC Task #4: Assist client in analysing and clarifying the concern in order that s/he can state the concern in the form of a constraint statement

To assist in the exploration of a chosen concern, it is useful to "bare-bone" the concern in more absolute terms. The counsellor's active use of listening skills of ***paraphrasing, attending, reflection*** of ***feeling***, and ***questioning***, emphasis upon ***concreteness***, ***empathy*** and ***respect***, and focus on the ***immediate*** task to be accomplished, aids the client in the formulation of a constraint statement.

A constraint statement is a statement in which is indicated in absolute terms the impossibility or limited likelihood, of obtaining a goal. A typical example of a constraint statement is the following:

e.g., Client: "I can't go to job interviews because during job interviews I become too nervous and scared about doing well in the interview."

It is seen that a constraint statement takes the form: "I can't do 'A', because of 'B'!" As such, you may simply elicit a constraint statement from the client by voicing the first part of the constraint formula with an implied question,

e.g., Counsellor: "You can't do 'A', because . . . ?"

On the other hand it may be helpful with some clients for you to voice a specific constraint you perceive to be that of the client and then obtain the client's response as to the appropriateness of the statement. In doing so, it is important to bear in mind your own ***values*** and how they may unnecessarily blurr the client's actual constraint.

e.g., Counsellor: "You weren't able to keep your job because the boss didn't like you?"

In moving the client from the statement of employment complaint (e.g., "I can't change because of "), you are simply assisting the client to further explore and clarify the employment complaint and elaborate on the complaint statement by stating what obstacle is the basis for the complaint. The actual validity of the obstacle need not be an issue at this point, as it is examined more fully in ACEC Tasks #5, 6, and 7. Likewise, although, an evaluation of the client's strengths and barriers to employment may take place at this stage, such evaluation is more likely to take place following an initial statement of constraint originating from the client.

What is at issue at this stage is the possibly imperceptible (on the part of the client) movement to a more complete cause-effect statement of employment constraint. This cause-effect constraint statement provides the transitional springboard in the clarification process (leading through the content and feeling components of the constraint statement; the accompanying evaluation of client strengths and barriers to employment/employability; and examination of the assumptions underlying the constraint statement) to a contingency statement.

Of note here is the need for the counsellor to have for, and to communicate to, the client a great deal of respect.

As the ACEC client-counsellor relationship initiates, and within the constraint statement formulation task, you need to work at developing the client's ability to explore him/herself in order to begin the process of self-understanding of employment concern. You help this process through use of the facilitative dimension skills - empathy, of course, as well as the respect communicated to the client.

Respect refers to your attitude towards the client and your way of acting towards the client which exhibits a valuing of the client as a person of worth. Such an attitude expressed behaviourally reflects your belief in the ultimate worthwhileness of all human beings regardless of their aptitudes, conditions, or state in life. Respect tends to be communicated more in action than in direct words. Respect is central in the collaborative relationship aimed at within the assessment component of employment counselling, in which is communicated the counsellor's caring for the client and willingness to help the client move towards greater self-determination in his/her employment endeavours.

Respect involves showing the client that you believe that s/he has the ability to change and to do something about his/her employment concern or situation. If you don't show respect for and to your client, it will be difficult for him/her to have self-respect.

It is important for the client to have and to feel that there is some chance of working things out. If you indicate to him/her that there is no hope, then s/he will likely believe that there is none. The results of this could be that a) s/he does not try at all, or b) if s/he does try, s/he will not succeed.

In our personal lives we may tend to make judgments about others with whom we come in contact, but in our professional lives as counsellors it is necessary for us at times to hold these judgments in abeyance. If we don't, rather than helping the client-counsellor relationship we are hindering it.

The communication of respect can become more specific as the client- counsellor relationship develops and you learn more about the client. You can actively show respect initially through the use of good attending behaviours, through encouragement and through support of the client in his/her exploration of the possible constraining factors related to his/her employment concern.

Depicted in Figure 2.6 is a summary of the employment counsellor competencies required to help move the client through the first four ACEC tasks.

Figure 2.6: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1-4

ACEC TASK / COUNSELLOR COMPETENCY	Relationship 1	Purpose 2	Concern 3	Constraint 4	Clarify Constraint (Content & Feeling) 5	6 (Strengths & Barriers)	7 (Assumptions)	Contingency 8	9 Clarify Contingency	Goal 10
COMMUNICATION SKILLS										
Attending	* *	*	*	*						
N-V Communication	*		*							
Questioning		*	*	*						
Paraphrasing	*	*	* *	* *						
Reflection of Feeling	*	*	* *	*						
Feedback										
HELPING RELATIONSHIP SKILLS										
Empathy	*	*	* *	* *						
Respect	*	*	*	* *						
Genuineness										
Self-Disclosure				*						
Concreteness		*	*	* *						
Confrontation										
Immediacy										
Encouragement	*	*	*							
ATTITUDINAL										
Responsible Caring	*	*	*	*						
Optimism	* *	*	*	*						
Confidence	* *	*	*	*						
Adaptability/Flexibility	* *	*	*	*						

Figure 2.6: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1-4 (Continued)

	1	2	3	4	5	6	7	8	9	10
CEIC										
Goal and Objectives of Employment Counselling		* *								
Goal, Objectives and Tasks of the ACEC		* *								
CEIC Documentation	*									
CEIC Services and Programs		*								
Labour Market			*							
COUNSELLING PROCESS										
Interview Function	*	*								
Problem-Solving		*								
Desired Counsellor-Client Roles	*	* *								
Irrational Beliefs										
HUMAN DYNAMICS (Valuing Process)										
Valuing				*						
Work Motivation			*							
Counsellor Values	* *			*						
(Change Process)										
Client Employability Strengths & Barriers			* *							
Adult Development			*	*						
Locus of Control	*		*							
Problem Ownership			*							
Coping Behaviour *vs.* Defensive Behaviour	*									

We have already briefly described the relationship skill of respect as it relates to the communication skills of attending, paraphrasing, and reflection of feeling. Let us now turn our attention to the employment counsellor skill of concreteness.

CONCRETENESS

Concreteness refers to your identification of the client's specific feelings, attitudes, beliefs, experiences and behaviours relevant to the employment issue(s) facing the client. Concreteness involves a steering away from the discussion of generalities.

The whole purpose of the ACEC is to develop a concrete counselling goal or action plan based on a relevant employment concern. In order for the employment counselling goal aimed at within the assessment component of employment counselling to be relevant and to be truly agreed-upon by both the client and you, it must be stated without vagueness. The concreteness (lack of vagueness) of the counselling goal is ensured through the clear delineation of employment concern, constraint, and contingency. If there is a lack of concreteness in the statement of the employment concern, it is likely that the counselling goal will lack concreteness and that the effectiveness of subsequent counselling interventions will be minimal. Of course, the contingency statement formulated is designed specifically to remove vagueness.

At the beginning of the ACEC process, the client may not be prepared or able to discuss events with a high degree of specificity in the process of self-exploration. However, you can help the client become more concrete in several ways - you can be very relevantly concrete and specific in your communication with the client and, thus, act as a role model. Also, you can respond to the client as concretely and specifically as the client is judged able to accept, e.g., by asking for examples, by clarifications, by behaviour descriptions, by asking the question "how" or "what" in order to get the client to back up his/her statements, by maintaining focus on the specific ACEC tasks, and by helping the client to be specific about his/her own feelings and experiences rather than the feelings and experiences of other people about whom the client may be talking. Talking in generalities too often allows the client (and you) to avoid dealing with relevant areas of concern.

Practice Exercises

Activity Thirteen

Refer to the brief discussion of the term, "behaviour description" (within the presentation of "Attending Behaviour" under Task #1). In a few lines, what connection do you see between behaviour description and the counsellor relationship skill of concreteness?

Activity Fourteen

Translate the following vague statements of concern into more concrete statements of concern.

1. Vague: "I don't like my job".
   Concrete:
2. Vague: "Things really went well in the interview".
   Concrete:
3. Vague: "I don't always do that well on tests".
   Concrete:
4. Vague: "My boss didn't like me".
   Concrete:

Refer to ACEC Cassette #1, Side B,
for sampling of counsellor-client
dialogue involved in ACEC Task #4

Once the constraint has been initially identified, you can work towards greater clarification of it. The next three ACEC tasks (ACEC Task #5-7, inclusive) focus upon this clarification process.

SECTION E

ACEC Task #5: Clarification of Constraint Statement (Content and Feeling Components)

ACEC Task #5: Assist client in clarifying the content and feeling components of his/her constraint statement

Once the constraint statement is specified, the client may judge overly-naively that there is not much else to do but to accept the constraint at face value. This may or may not be true. One really cannot make that judgement until the client's constraint statement is clarified from many angles. One angle is that of the client's clarity as to what s/he means by the actual statement of constraint, i.e., clarity of meaning of the words and phrases used. Other angles are those of the client's clarity as to his/her strengths and weaknesses in relation to the employment/employability constraint expressed and the client's clarity as to the possibly unexamined assumptions underlying the statement of complaint.

Indeed, although the counsellor and client who have arrived at an expression of constraint may have come a long way, nonetheless, much confusion still may exist. The handicaps to clear thinking include:

1) confusing the improbable with the impossible
2) the use of "sloppy" language resulting from the use of false assumptions and from the incorrect use of absolutes, e.g., "all", "never", "can't", "none", "every", "only"; and
3) being overly general.

The task of the counsellor and client, once a constraint statement has been attained, is to determine whether the expressed barrier is absolute or relative and to convert such "sloppy", misleading language to clearer, manageable language which allows more specific consideration of the ***barriers and strengths*** relating to the attainment of effective employment.

Within ACEC Tasks #5-7, the focus is upon the clarity of the clients' understanding and communication of the expressed constraint. The evaluation of the client's strength and barriers to employment/employability and on ascertainty possibly/limiting underlying assumptions are focussed upon in Task #6 and Task #7, respectively. The whole of Chapter Three is comprised of the evaluation of client strengths and barriers to employment/employability.

As the clarifying of the content and feeling components of the client's constraint statement is the subject of this ACEC Task #5, let us now carry on from the example of the client constraint statement discussed in Task #4. In Task #4, the client expressed the constraint in the following manner:

> "I can't go to job interviews because during job interviews I become too nervous and scared about doing well in the interview."

The task of the counsellor and client at this time regarding the client's initial constraint statement is to clarify both thought and expression, possibly by reaching specific and useful definitions of the terms "can't", "nervous and anxious", "well", and the implied prediction that "nervous and anxious" job interviewees do not get jobs. For instance, by the term "can't" does the client mean "won't", "unwilling", or "don't think that the bother is worth it"? By "nervous and anxious", does the client mean "sweating palms, trouble speaking clearly and fluently", and "distracted from hearing the interviewer's questions"? The term "well" could mean anything from "obtaining a job offer prior to the close of every job interview" to "not having the interview prematurely terminated".

Essentially, your task at this stage is to assist the client in exploring the "ins-and-outs" of his/her present view. In so doing, the client's initially-stated constraint statement probably will undergo change in the direction of greater specificity. It is to effect this greater specificity and realism that your communication skills of ***attending***, ***non-verbal communication***, ***paraphrasing*** and ***reflection of feeling*** used to this point continue with the added ***feedback*** component. Likewise, the relationship skills of ***empathy*** and ***concreteness*** continue to be dominant with the added ***confrontation*** component. Understanding of the client's rational and emotional investment in his/her employment concern is facilitated by your knowledge and use of principles of ***problem ownership*** and the ***valuing process***. These added competencies are depicted in Figure 2.7.

The specific employment counsellor competencies to be examined and practised within the material comprising this task are problem ownership and non-verbal communication.

PROBLEM-OWNERSHIP

It is important that the client within the ACEC take responsibility for his/her employment concerns and counselling goals derived thereof. The concept of "problem-ownership" helps you to keep the collaborative relationship and client's responsibility for each task in focus.

The term "problem ownership", as applied to the counsellor-client relationship within the ACEC, refers to the counsellor's and/or client's awareness of whose needs are ***not*** being met in any given client-counsellor or client-other situation. Clarity as to who "owns" a problem that arises within the ACEC allows for clarity as to initiating of action to be taken in removing/alleviating the problem. A "problem" arising in the ACEC may be anything from the client's stated inability to obtain employment to the client's annoyance as

Figure 2.7: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1-5

ACEC Task / Counsellor Competency	1 Relationship	2 Purpose	3 Concern	4 Constraint	5 Clarify Constraint (Content & Feeling)	6 (Strengths & Barriers)	7 (Assumptions)	8 Contingency	9 Clarify Contingency	10 Goal
COMMUNICATION SKILLS										
Attending	* *	*	*	*	* *					
N-V Communication	*		*		* *					
Questioning		*	*	*						
Paraphrasing	*	*	* *	*	* *					
Reflection of Feeling	*	*	* *	*	* *					
Feedback					*					
HELPING RELATIONSHIP SKILLS										
Empathy	*	*	* *	* *	* *	* *	* *		*	
Respect	*	*	*	* *					* *	
Genuineness						* *	*		*	
Self-Disclosure				*		*			* *	
Concreteness		*	*	* *	*	* *	* *		* *	
Confrontation					*	* *	* *		* *	
Immediacy							* *		* *	
Encouragement		*	*	*			*	* *	*	* *
ATTITUDINAL										
Responsible Caring	*	*	*	*	*	*	* *	*	* *	
Optimism	* *	*	*	*	*	*	*	*	*	
Confidence	* *	*	*	*	*	*	*	*	*	
Adaptability/Flexibility	* *	*	*	*	*	*	*	*	*	

Figure 2.7: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1—8 (Continued)

	1	2	3	4	5	6	7	8	9	10
CEIC										
Goal and Objectives of Employment Counselling		• •								
Goal, Objectives and Tasks of the ACEC		• •								
CEIC Documentation	•					•		•		
CEIC Services and Programs		•								
Labour Market			•			• •	•	• •		
COUNSELLING PROCESS										
Interview Function	•	•								
Problem-Solving		•			•	•	•			
Desired Counsellor-Client Roles	•	• •								
Irrational Beliefs						• •	• •			
HUMAN DYNAMICS (Valuing Process)										
Valuing				•	•	•	• •			
Work Motivation			•		•	• •	• •			
Counsellor Values	• •			•						
(Change Process)										
Client Employability Strengths & Barriers			• •		•	• •	•			
Adult Development			•	•	•	•	•			
Locus of Control	•		•		•	• •	•	• •		
Problem Ownership			•		• •	•	•	• •		
Coping Behaviour *vs.* Defensive Behaviour	•				•	•	•			

to the colour of the counsellor's shoes; from the counsellor's lack of understanding as to the purpose of the ACEC to the counsellor's hesitancy to initiate eye contact with the client.

Problem ownership is determined by the simple criteria: "Whose direct needs presently are not being met?" If the client's aggressiveness results in frequent job dismissals, and ***If*** the client does not appreciate being dismissed from his/her jobs, and ***If*** the client's job dismissals directly do not interfere with the counsellor, ***then*** it is the client's needs primarily that are being thwarted and, ***thus***, the problem is defined as being that of the client.

If, on the other hand, your uneasiness in dealing with client aggressiveness in the ACEC results in a stunted interview in which such a "here-and-now" interference with the interview deliberately and non-productively is skirted by you, and ***If*** you are dissatisfied with such self-imposed avoidance behaviour, and ***If*** the client's aggressiveness meets some client need (regardless of the validity of the means of meeting his/her need through aggressiveness towards you), ***then*** it is your needs that are being thwarted and we define you as "owning the problem".

You no doubt will notice that the attributing of ownership of the problem to the person whose needs are not being met is a pragmatic way of initiating action in removing/alleviating the problem by identifying the person who is to take primary responsibility for dealing with the problem. Such tentative attribution of ownership allows for some direction as to counsellor and/or client response within the particular situation in or outside the ACEC; it is not meant to address itself to the more philosophical issue of, "Am I my brother's keeper?"..."Are your problems my problems?". Indeed, one could take the general view that any client behaviour that thwarts the achievement of the goal of the ACEC, in interfering with the meeting of the client's needs, also interferes with the meeting of your needs (i.e., for conducting an effective counselling interview). It must be recognized, however, that the clear understanding of, and acceptance by, the individual with primary responsibility for the problem allows for greater clarity of action.

A general rule of thumb in dealing with problem ownership is as follows:

If you determine that it is the ***client*** who "owns the problem", present a ***reflection of feeling***, e.g., "You are not satisfied with your frequent job dismissals?" or "You're frustrated?". Such reflection of feeling stays with the client's present feeling state with the intent of helping the client recognize, understand and act on removing or alleviating the negative behaviour. In essence, your reflection of client's feelings initiates a mini-problem solving sequence (i.e., clarify feeling through reflection of client feelings; explore alternatives; examine consequences of each alternative; eliminate least desirable consequences; from the remaining alternatives, select the most desirable; commit yourself to that alternative;

act; plan a time for evaluation of your selection; if necessary, recycle problem solving sequence).

If you determine that it is you who owns the problem, present an "I - message" with the three elements of:

1) client behaviour
2) your feeling, and
3) the consequences of the client's behaviour,

e.g., ***"When you*** raise your voice, ***I feel*** frustrated, ***because*** it keeps us away from dealing with the issues."

Such an "I - message" makes use of counsellor self-disclosure and behaviour description. The general format of the "I - message" is:

1) "When you...(***behaviour description***),
2) I feel...(***state your feeling***),
3) because...(***state consequences***, i.e. how client's behaviour interferes with your needs being fulfilled).

The inclusion of the "because..." portion of the "I - message" places emphasis on the ***consequences*** of the client's behaviour as opposed to the behaviour itself. The behaviour likely has different consequences in different situations (e.g., back-alley behaviour in back alley *vs.* back-alley behaviour in church/temple/synagogue).

Note that the ordering of the "I - message" is unimportant, as may be the explicit inclusion of all three elements (behaviour, feeling, consequence) in all "I - messages". Also, note that "I - messages" can be used to reinforce positive client behaviour by communicating your positive feelings about client behaviour. "I - messages" are non-judgmental regarding the client, are specific regarding the client's behaviour, and, most importantly, are specifically focussed on the counsellor's feeling response to the client's behaviour. Such messages are statements of fact and are not to be conveyed with anger directed at the client. In contrast, "you - messages" (unless your are careful to make them as paraphrases, or reflections of feelings or facilitating feedback statements) tend to be verbal attacks conveying criticism or blame (e.g., "You lazy bum!") and, as such often elicit client resistance to change.

Remember

To determine problem ownership:

1. If the client is the one primarily hindered in satisfying a desire and the counsellor or other person is not hindered, then the client owns the problem.
2. If the client is satisfying his/her desire and the counsellor or other person involved in the relationship is not hindered, no problem exists in the relationship.

3. If the client is satisfying his/her desire and the counsellor or other person involved is the one primarily hindered in satisfying his/her desire, the counsellor (or other person) owns the problem.
4. If both the client and the counsellor (or other person) are hindered in satisfying their desires, both the client and the counsellor own the problem.

A summary of problem ownership is provided in Figure 2.8

Remember

"I - messages" generally have three parts:

1. Behaviour Description

   —describe the client behaviour which is interfering your meeting your needs, e.g., "When you come fifteen minutes late for our interview...".
2. Statement of your feeling regarding the consequences of the client's behaviour, e.g., "...I become annoyed...".
3. Statement of the consequence, e.g., ". . . because it doesn't leave us much time to get our work done".

Figure 2.8: Summary of Problem Ownership

		Client's needs are	
		Being satisfied	Not being satisfied
Counsellor's (other's) needs are	Being satisfied	no problem	client's problem
	Not being satisfied	counsellor's problem	client's *and* counsellor's problem

Practice Exercises

Activity Fifteen

Mark a "***C***" if the client primarily owns the problem and an "***O***" if the counsellor, or person other than the client, primarily owns the problem.

After each client behaviour, state the probable consequence to client, counsellor or other person which led you to ascribing the problem ownership that you did.

Who Owns This Problem?

( ) 1. Client comes late for the interview.

Consequence: ______________________________

____

____

( ) 2. Client bothers fellow employees with his/her stinky feet.

Consequence: ______________________________

____

____

( ) 3. Client fails to make the employer-contact that had been arranged the previous week.

Consequence: ______________________________

____

____

( ) 4. Client is tired at work or during the assessment interview because s/he is just coming off of an all-night party.

Consequence: ______________________________

____

____

( ) 5. Client feels that the counsellor is being overly arrogant.

Consequence: ______________________________

____

____

Activity Sixteen

Design an "I - message" for each of the following situations, assuming that each situation gives rise to some emotional response on your part.

1. The client forgets to bring requested material to the interview.

   Counsellor's "I - message". ______________________________

   ____

   ____

   ____

2. A colleague needlessly interrupts you while you are conducting a counselling interview with a client.

   ____

   ____

   ____

   ____

3. A client consistently interrupts you, moves restlessly in his/her chair, and is obviously not listening to you.

   ____

   ____

   ____

   ____

4. A client is regularly 5-10 minutes late for his/her interviews.

   ____

   ____

   ____

   ____

5. A client comes in for an interview and sulks, acts surly, responds in monosyllables to your attempts to stimulate dialogue.

   ____

   ____

   ____

   ____

Activity Seventeen

Practise using "I - messages" with your clients, colleagues and acquaintances.

Record two such situations and your "I - message" response.

Situation 1: ______________________________

____

____

____

Your "I - message": ______________________________

____

____

____

Situation 2: ______________________________

____

____

____

Your "I - message":

____

____

____

Suggested Readings

Gordon, T. ***Teacher effectiveness training***. New York: Peter H. Wyder, 1974.

Self-Evaluation: Problem Ownership

Self-Evaluation

2.15 Give an example of each of the two types of problem ownership statement. ______________________________

2.16 Provide examples for the three elements within an "I - message".

____

____

____

____

____

____

____

2.17 Design an "I - message" for each of the following situations, assuming that each situation gives rise to some emotional response on your part.

a) You have lent a particular booklet to a colleague with the assurance that it would be returned to you prior to a time when you require its use.

Since it has not been returned, you must approach the colleague.

Counsellor's "I - message": ______________________________

____

____

____

____

____

b) The client borrows your new fine-point, felt tipped pen and proceeds to write with exceedingly heavy pressure which will likely cause irreparable damage to the pen.

Counsellor's "I - message": ______________________________

____

____

____

____

NON-VERBAL COMMUNICATION

Non-verbal communication may be defined as any behaviour (apart from verbal behaviour) which provides information. During the course of the ACEC or any other counselling session, conversation may stop, understanding may cease, and sincerity may have disappeared; but communication continues. Unless the counsellor and client are physically separated, it is difficult not to communicate.

Non-verbal communication must be approached with great care for at least two reasons. One reason is the ***diversity of modes, the range of expression and the accompanying lack of precise interpretation***. There are many things to observe, but it is difficult to know the exact meaning of what is observed. It may be possible to catalogue physical behaviours but probably impossible to catalogue the corresponding meanings of those behaviours. Related to the diversity of modes is that of cultural differences. French-speaking Canadians differ from English speaking Canadians, for example, in styles in gestering; tone of voice when excited; and use of religious-related slang words and phrases. Native Canadians tend to avoid eye contact when addressed by someone they do not know; to view sharing as being more important then saving; to not interfere with the behaviour of others, however foolish that behaviour may be; to be more direct than circuitous in insulting someone. Of course, with the inflex of immigrants from other cultures into Canada, an understanding of the particular culture is an important prerequisite to a better understanding of the non-verbal communication of a member of that particular culture.

The other reason for caution is that ***preoccupation with this mode of communication can easily confuse you***. If you are paying too much attention to non-verbal cues and not enough to verbal cues, the message may be missed entirely and the tasks of the ACEC never be accomplished. If you become preoccupied with interpreting the meaning of every twitch, stammer, squeal and blush, you may lose the most obvious meaning of the client's employment related message.

Usually, no independent bit of non-verbal communication is meaningful. Yet, when taken as a whole, along with other cues, the non-verbal messages add depth to the understanding of the the client's concerns, constraints, contingencies and counselling-derived goals.

Non-verbal Behaviours for which Counsellors May be Alert.

Non-verbal behaviours are categorized below to assist you in your observation and awareness. Because the meanings are highly individual and dependent on context, they will not be discussed here.

I ***Time***

(a) Delay:

Extent of delay in responding to another's communication.

(b) Priorities:

The relative amount of time spent on various topics.

The relative amount of time spent in working with others.

II ***Physical Cues***

(a) Eye Contact:

Looking down
Contact with counsellor's eyes
Covering eyes with hand(s)
Shifting eyes

(b) Eyes:

Sparkling
Tears
Wide-eyed

(c) Skin:

Perspiration
Blushing
Goose Bumps

(d) Posture:

Eager - leaning forward
Slouching
Arms/Legs crossed
Head down
Sits facing the other or sideways

(e) Facial Expression:

Smiling-laughing
No change
Wrinkled forehead

(f) Hand and Arm Gestures:

Demonstrative

(g) Self-inflicting Behaviours:

Nail biting
Scratching
Cracking knuckles

(h) Repetitive Behaviours:

Rocking
Fidgeting
Foot tapping

(i) Signals or Commands:

- Snapping fingers
- Pointing
- Waving

(j) Touching:

- Tapping on shoulder
- Affectionate
- Challenging
- Back slapping
- Pat on the head

III ***Paralinguistic Cues or Vocal Cues***

(a) Tone of Voice:

- Bright
- Strong
- Weak
- Broken

(b) Rate of Speech:

- Fast
- Slow

(c) Loudness of Voice:

- Loud
- Soft

(d) Diction:

- Precise
- Careless

IV ***Spatial Cues***

(a) Distance:

- Moves closer/away

(b) Position:

- Fortifies self with chair, table, ***et cetera***.
- Takes open position without anything between self and other.
- Takes an attacking or dominating position.
- Moves about in room.
- Moves in and out of other territory.

Frequently, less capable counsellors fasten selectively on one specific behaviour or another to the exclusion of everything else. For example, such a counsellor may become overly intrigued with one non-verbal behaviour and make too much of a grin, a frown or a clenched fist. It is very easy to over-emphasize the importance of the fist and lose the whole person in the process. Skills are meant to become tools to be selectively used; we are not to be the servant of the skills.

Non-Verbal Behaviours Manifested by Employment Counsellors

Like clients, employment counsellors continuously send non-verbal messages. By developing greater awareness of your habitual non-verbal behaviours, and the messages these behaviours may be communicating, you can develop more effective communication skills.

Provided in Figure2.9 is a sampling of what could be considered non-verbal behaviours of employment counsellors which may communicate effective helping messages. You will recognize the messages depicted as the assessment counsellor relationship skills listed in Chapter Three. These skills, of course, also have a verbal component.

Figure 2.9: Non-Verbal Behaviours Associated with Effective Helping

Message	***Counsellor Behaviour***
EMPATHY	—Uses Positive head nods.
RESPECT	—Is fully attentive and spends time with client.
WARMTH	—Smiles, is in close proximity.
GENUINENESS	—Verbal and non-verbal behaviours are congruent.
SELF-DISCLOSURE	—Does not overshadow the client-if talks about self, s/he accompanies it with an "it's no big deal shrug".
IMMEDIACY	—Attends to current thoughts and feelings of the client.
CONFRONTATION	—Uses natural tone of voice and effective timing of message.

Practice Exercises

Activity Eighteen

Observe non-verbal communication used by others. Note specific examples of behaviours which you like or dislike. State whether these behaviours enhance or reduce the amount, flow, and/or quality of communication.

Activity Nineteen

Make a list of ways in which non-verbal behaviours are used. The following classifications may be helpful.

(a) Complete non-verbal statements, e.g., athletic officials.

(b) Verbal communication modified by non-verbal behaviour which is accentuating or qualifying, e.g., clenched fist.

(c) Illustrating verbal communication with non-verbal behaviour, e.g., demonstrating the size or shape of an object.

(d) Regulating the interaction with non-verbal behaviour, e.g., looking at a watch or getting up from your chair.

Self-Evaluation: Non-Verbal Communication

Self-Evaluation

2.18 Describe two cautions to be considered in focussing upon a client's non-verbal communication.

2.19 Provide examples of the following four general types of non-verbal behaviours.

a) time:

b) physical cues:

c) paralinguistic cues or vocal cues:

d) spatial cues:

2.20 Write examples of non-verbal communication of the counsellor skills of empathy, respect, warmth, genuinenesss, self-disclosure, immediacy and confrontation.

2.21 Provide a one sentence description of each of the first five ACEC tasks.

Refer to ACEC Cassette #1, Side B, for sampling of counsellor-client dialogue involved in ACEC Task #5

CONCLUSION

You now have completed study of the first five ACEC tasks. Please ensure that you are comfortable in answering both the practice exercises and self-evaluation exercises. Contact with your support-person regarding your answers and any other questions you might have is advisable.

Review the five tasks briefly by studying Figure 1.2. Set the tasks and the ordering of the tasks firmly in your mind. You have come a long way on the ACEC pathway. Celebrate your accomplishment!

Please complete the evaluation form for this chapter and to return it to the ACEC Co-ordinator, as indicated.

Now on to Chapter Three - ACEC Task # 6!!

APPENDIX 2.A

Sample Responses to Practice Exercises

Sample Responses to Practice Exercises - Chapter Two

Discuss your answers to the Practice Exercises with your-support person. Refer to ACEC Cassette #2 for sample responses.

APPENDIX 2.B

Answers to Self-Evaluation Questions

Suggested Answers to Self-Evaluation Questions - Chapter Two

2.1 Describe the three major components of attending behaviour.

a) assume a relaxed posture;

b) establish a comfortable level of eye contact; and

c) attempt to follow what the client is saying.

2.2 Give an example where each of the following types of interviews based on interview function is used within the ACEC:

a) fact-finding, e.g., task #2: does the client accept the purpose of the ACEC

b) fact-giving, e.g., task #2: providing purpose of ACEC

c) influencing-change-imposed, e.g., concern-constraint-contingency goal sequencing of ACEC

d) influencing-change-not-imposed, e.g., overall spirit of ACEC.

2.3 Provide an example of counsellor dialogue in contracting with the client regarding ACEC Task #2.

"I see the purpose of our meeting together to be to discuss your employment concern and to arrive at some agreement as to an employment-directed goal towards which you can agree to work."

2.4 Distinguish between the following dimensions of client and/or counsellor role:

a) expectation - what role is expected of the individual by others

b) conception - what the individual sees the role to be

c) acceptance - what role the individual agrees to perform

d) performance - what role the individual actually acts out.

2.5 Distinguish between, and provide examples of, a descriptive paraphrase and a confronting paraphrase.

Within a descriptive paraphrase, the counsellor tests his/her understanding of the client's communication by restating the content of the client's message.

e.g., Client: "What time is it?"

Counsellor: "You'd like to know the time(?)"

A confronting paraphrase gives a little bit more of the counsel- lor's own thinking in that the counsellor tests his/her understanding of the client's communication by expressing not so much what he heard the client ***say*** but what he understands the client to ***mean***.

e.g., Client: "What time is it"

Counsellor: "You're wondering if we have enough time to finish the task today(?)"

2.6 State five purposes of paraphrasing within the ACEC.

a) to let the clients ***hear*** what they have said on the assumption that the clients will come to a better self-understanding when they hear their own ideas spoken by someone else;

b) to communicate to the client that the counsellor is in fact ***attending***;

c) to communicate interest in the client;

d) to ***clarify*** and ***focus***;

e) to ***check the accuracy of the counsellor's perceptions***.

2.7 List three purposes of using reflection of feeling within the ACEC.

1. To bring vaguely expressed feelings into clearer awareness;
2. To aid the client in claiming ownership of his/her feelings; and
3. To help the counsellor in communicating empathy.

2.8 Give examples of two behaviour descriptions. (Check to see that examples given meet the following criteria:

a) deals with observable behaviour;

b) is specific and concrete; and

c) is stated without judgement).

Sample 1: "In the past ten minutes you have given me four employment barriers but no employment strengths".

Sample 2: "Your face is very flushed".

2.9 For the following samples of client expressions of feeling:

a) from the list of feeling-words presented, select the feelings expressed, and

b) write at least one other word to describe the feeling expressed.

Sample I:

"I really don't know what I'm doing here. You're the third counsellor I've been to here over the past two months. None of the other counsellors have done any good. It's a waste of time. Let's call it quits."

This person feels:

a. empty b. jubilant c. resentful d. cornered
e. angry f. inferior g. ***reluctant***
h. "dammned if I do, damned if I don't"
i. picked on j. ignored k. ***discouraged***.

Other word descriptions:

e.g., frustrated
annoyed

Sample II:

"My instructor told me yesterday that I've improved tremendously in my language usage. I always knew I could do fairly well if I really put some effort into my studies. It's paying off!"

This person feels:

a. disillusionedb. skeptical c. competent d. unsure
e. ***gratified*** f. tolerant g. cautions h. annoyed

Other word descriptions:

e.g., pleased
encouraged

2.10 For the following client statements, write a minimum of two words which describe how the client might have been feeling.

a) Client statement:

"How can I ever face them again? They will be laughing about my mistakes for years!"

Probable feelings present:

e.g., embarrassed
inferior
discouraged

b) Client statement:

"Don't crowd me!"

Probable feelings present:

e.g., confined
pushed
cornered

2.11 Write reflection of feeling statements for each of the following client feeling states by use of:

i) name
ii) figure of speech or action urge.

a) ***Boredom:***

i) name: e.g., lost
ii) figure of speech or action urge: e.g., stranded on a desert island with nothing to do

b) ***Hope:***

i) name: e.g., optimistic
ii) figure of speech of action urge: e.g., my ship is coming in

2.12 For each of the client statements presented in question 2.II, provide a reflection of feeling by use of a figure of speech or an action urge.

a) e.g., You feel like crawling under a rock.

b) e.g., You feel as though you are on a filled-to-capacity elevator with one too many people trying to get on.

2.13 List a minimum of twenty-five words and twenty-five action-urges or figures of speech depicting feelings experienced by colleagues or you when in contact with worker-clients.
(Any appropriate reflection of feelings)

2.14 Distinguish reflection of feeling from paraphrasing. Reflection of feeling focusses on affect (feeling); whereas paraphrasing focusses on content.

2.15 Give an example of each of the two types of problem ownership statements.

1. "I - message":

"When you doodle on that paper as you talk with me, I get annoyed because the doodling takes away from my concentration"

2. "You - message":

"When I see you doodling like that I get the impression that you really must be frustrated by your employment strength."

2.16 Provide examples for the three elements within an "I - message"

a) Client behaviour, e.g.,

"When you do not give me any eye contact as we sit here together . . . "

b) Your feeling, e.g.,

"I feel like a prison inquisitor".

c) the consequences of the client's behaviour, e.g.,

"because I don't know if you are agreeing with the stated employment concern or if you are just going along with it in order to get this interview over quickly.

2.17 Design an "I - message" for each of the following situations, assuming that each situation gives rise to some emotional response on your part.

a) You have lent a particular booklet to a colleague with the assurance that it would be returned to you prior to a time when you require its use. Since it has not been returned, you must approach the colleague. Counsellor's "I - message": "When you did not return my material on time, I became somewhat annoyed because of the time wasted in my coming to get back the material".

b) The client borrows your new fine-point, felt tipped pen and proceeds to write with exceedingly heavy pressure which will likely cause irreparable damage to the pen. Counsellor's "I - message": I feel uneasy when you press so hard with my pen because that sort of pressure will ruin the pen and I won't be able to use it.

2.18 Describe two cautions to be considered in focussing upon a client's non-verbal communication.

a) Since different people have differing ways of communicating non- verbally, it is hard to know exactly what is wanted.

b) Over-emphasis upon interpreting non-verbal cues can lead you to overlook the more obvious verbal content of the client's message.

2.19 Provide examples of the following four general types of nonverbal behaviours.

a) time, e.g., amount of time spent on looking for a job

b) physical cues, e.g., posture

c) paralinguistic cues or vocal cues, e.g. rate of speech

d) spatial cues, e.g., distance client keeps between self and the counsellor

Further examples are provided in the text.

User's Evaluation of Chapter Two

USER'S EVALUATION OF CHAPTER TWO

DATE

USER'S POSITION TITLE

USER'S REGION

1. Indicate your evaluation of Chapter Two on the following characteristics.

	Rating Characteristics	Excellent	Good	Average	Below Average	Poor	No Opinion (N/O)	Not Applicable (N/A)
a)	Relevance of the material to your work							
b)	Coverage of the content							
c)	Writing style							
d)	Readability							
e)	Visual appearance							

		Yes	No	N/O	N/A
2. a)	Is the vocabulary appropriate for you? (If no, please specify on an additional sheet vocabulary which is inappropriate.)				
b)	Do you view the objectives for Chapter Two to be important for your work? (If no, which objectives are not seen to be important? Please specify on an additional sheet.)				
3. a)	Were you able to find someone with whom to talk over the content of Chapter Two?				
b)	If you answered "Yes" to Question 3(a), was the contact important to your learning?				

USER'S EVALUATION OF CHAPTER TWO (cont'd)

4. "It would be helpful to me if Chapter Two contained more, the same, or less . . .".

Rating / Dimension	More	The Same	Less	No Opinion (N/O)	Not Applicable (N/A)
a) Practice Exercises					
b) Charts					
c) Figures					
d) Examples					
e) Suggested Readings					
f) Self-Evaluation Questions					
g) Variety					
h) Other (please specify)					

	Yes	No	N/O	N/A
5. a) In studying the material in Chapter Two, did you learn something new?				
b) Were you reinforced in something you already knew?				

6. What in the material of Chapter Two did you find ***most*** valuable? Explain why.

7. What in the material of Chapter Two did you find ***least*** valuable? Explain why.

8. Individual performance often is rated as "excellent", "satisfactory", "poor" and "totally inadequate". Suppose this material were graded in the same way. Circle the rating you would give this material.

   Excellent Satisfactory Poor Totally Inadequate

9. Additional comments.

Please forward completed
User's Evaluation form to:

Director
Employment Counselling Division
Occupational and Career Analysis and Development Branch
CEIC
Ottawa

Attention: ACEC Co-ordinator

ASSESSMENT COMPONENT OF EMPLOYMENT COUNSELLING

CHAPTER THREE

ACEC TASK #6: EVALUATING CLIENT EMPLOYMENT/EMPLOYABILITY STRENGTHS AND BARRIERS

> *"No one who is in definitive possession of the truth can speak properly with someone else. . . He breaks off authentic communication in favour of the belief he holds." (Jasper, K.)*

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Learning Objectives

Without reference to the text or to notes, you will be able to:

3.1 Contrast the ***beliefs*** (general expectancies) held by an internally-controlled individual from those beliefs generally held by an externally-controlled individual;

3.2 Select ***behaviours*** which are more characteristic of internally- controlled individuals than of externally-controlled individuals;

3.3 Be able to recognize three purposes of questioning within the ACEC;

3.4 Distinguish an "open question" from a "closed question";

3.5 Explain what is meant by the communication skill of "feedback" as it relates to employment counselling;

3.6 Indicate three possible reasons why many individuals hesitate to provide feedback to another person;

3.7 Distinguish from a list of variables, those which hinder the giving of effective feedback and those which foster the giving or receiving of effective feedback;

3.8 Reformulate more hindering feedback principles into more fostering feedback principles;

3.9 Given examples of somewhat ineffective counsellor feedback statements

    a) state the feedback principle(s) that have been violated; and

    b) revise the statement in order that the feedback is more effective;

3.10 Write a definition of confrontation as an employment counselling skill;

3.11 Describe the usefulness of confrontation in helping relationships;

3.12 Provide examples for given areas of client functioning in which confrontation is an effective assessment counsellor response;

3.13 Provide examples for six given defensive responses of clients to confrontation;

3.14 Select the most appropriate confronting response from a list of confronting responses to a given situation;

3.15 Write an appropriate confronting response to a written situation;

3.16 Verbalize an appropriate confronting response to a written situation;

3.17 Select, write and verbalize an appropriate confronting response to a role-played employment counsellor-client situation;

3.18 Given employment counsellor confrontations, select possible client defensive responses;

3.19 Given examples of somewhat ineffective employment counsellor confrontation statements

  a) identify from a list of confrontation principles that (those) principle(s) which has (have) been violated; and

  b) revise the statement in order that the confrontation is more effective;

3.20 From a series of definitions, select those which most appropriately define given client strengths and behaviours to employment/ employability;

3.21 From a series of descriptions of client behaviours, select those which are most representative of given client strengths and barriers to employment/employability;

3.22 With client case studies, select from a list of employment/ employability strengths and barriers those strengths and barriers which may be operating in the client;

3.23 Recognize from case studies, significant client behaviours and/or attitudes which should be noted and be considered within an assessment counselling interview; and

3.24 Write sample diagnostic questions for pertinent CEIC employee-client employment/employability barriers and strengths.

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Introduction

The material within ACEC Chapter Three deals exclusively with ACEC Task #6: assisting the client in clarifying and evaluating his/her strengths and barriers in relation to the expressed employment/employability constraint. The actual task first is examined and employment counsellor competencies required to accomplish the task are summarized briefly in chart form, followed by more detailed analyses and practise of selected competencies. Such treatment will not only introduce (or reintroduce) you to selected dimensions which have been found by other employment counsellors to affect individuals obtaining/ maintaining effective employment, but also will provide you with practical aids in the collaborative evaluation of client employment/employability strengths and barriers.

Description of ACEC Task #6 and Employment Counsellor Competencies

ACEC Task #6: Assist client in evaluating his/her strengths and barriers in relation to the expressed employment/employability constraint.

Experientially-derived and theoretically-based knowledge concerning potential barriers to client employment opens the assessment counsellor to possibly less obvious aspects of the client's experiencing and communication of constraint.

The general questions to which the counsellor and client seek answers at this stage is to what extent is the client's view realistic in respect to

a) his/her employment strengths? his/her weaknesses?
b) labour market conditions
c) his/her control over the stated constrainting factor(s)?

Before initiating discussion of the importance of the evaluation of the client's strengths and barriers to employment, one particular caution is warranted. The perspective of viewing the client as possessing a specific collection of traits may lead both the counsellor and client to indulge mis- takenly in overly abstractive dimensions which overemphasize the consistency of the person acting the same in every environment at the expense of ***situations*** which influence client behaviour and, thus, underemphasize both ***specific*** client behaviour and ***specific*** situations in which the client behaviour occurs. The point to be made is that of tactics for change. The simple labelling or categorizing of the client as possessing a particular "trait" often, in itself, is not useful. Indeed, such labelling even may interfere with client self-awareness by directing the client's attention to those behaviours that support the label and steer the client's attention away from those behaviours that do not

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support the label. Focus upon helping the client to make use of or to change (or take into account) specific behaviours in particular employment situations tends to be far more productive. It is this latter focus which merits the assessment counsellor's knowledge of typical employability strengths and barriers as they apply, not only to general occupations, but equally importantly, to specific jobs in specific occupations in specific locations, with specific employers, and specific fellow employees.

An additional consideration is that in the spirit of service to the client exhibiting low self-esteem, it is important that the assessment counsellor not lose any opportunity to highlight the client's employability strengths, as opposed to the client's employability barriers. Such an encouragement process of focussing upon assets is commendable. However, the same spirit of service to the client demands that pertinent employability barriers, in relation to general or specific employment areas, be openly broached and explored in a straight- forward and competent manner. It often is the inexperienced interviewer who (in being overly solicitous and overly protective of the client) through hesitancy to confront the client, balloons out of proportion, possibly, both the actual employability barrier and the client's capability of acknowledging such barriers and/or resourcefulness for dealing with such barriers. Indeed, the counsellor's apparent willingness to deal with positive client attributes, but concurrent apparent hesitancy to deal with less positive client attributes, may be seen by the client as a powerful indictment of the client's inability realistically to assess and competently to pursue effective employment. Such an interpretation by the client, not infrequently drawn from the reluctancy of counsellors to deal with real issues, may provide greater and more lasting discouragement than any temporary discomfort that may result from straightforward discussion of specific possible employability barriers. Successful counsellors choose their words carefully (tactfully), but, at the same time, do not naively contrast client ***confrontation*** with client support; both are necessary components of the assessment process.

The above remarks should not be construed to condone the ruthless bombardment of the client with negativism regarding the client's employability potential, or more specifically, lack thereof. The remarks are meant merely to reiterate the need not to fall into the trap of underestimating or minimizing the strength and resiliency of people. In addition, the remarks are meant to bring the counsellor back to the basic factor of integrity, coupled with discretion, in the counsellor's contacts with clients.

Listed in Figure 3.1 are the competencies required of the employment counsellor to conduct the ACEC tasks to this point. The employment counsellor competencies to be examined more closely under this task are the following:

labour market
locus of control
questioning
feedback
genuineness
self-disclosure
confrontation
client employment/employability strengths and barriers.

These competencies are covered within the remainder of this chapter.

Figure 3.1: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1—6

ACEC Task / Counsellor Competency	Relationship 1	Purpose 2	Concern 3	Constraint 4	Clarify Constraint (Content & Feeling) 5	(Strengths & Barriers) 6	(Assumptions) 7	Contingency 8	Clarify Contingency 9	Goal 10
COMMUNICATION SKILLS										
Attending	• •	•	•	•	• •	• •				
N-V Communication	•		•		• •					
Questioning		•	•	•		• •				
Paraphrasing	•	•	• •	• •	• •	• •				
Reflection of Feeling	•		•	• •	•	• •	• •			
Feedback					•	• •				
HELPING SKILLS										
Empathy	• •	• •	• •	• •	• •					
Respect	•	•	•	• •						
Genuineness					• •					
Self-Disclosure				•		•				
Concreteness		•	•	• •	•	• •				
Confrontation					•	• •				
Immediacy										
Encouragement	•	•			•					
ATTITUDINAL										
Responsible Caring	•	•	•	•	•	•				
Optimism	• •	•	•	•	•	•				
Confidence	• •	•	•	•	•	•				
Adaptability/Flexibility	• •	•	•	•	• •	•				

Figure 3.1: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1—6 (Continued)

	1	2	3	4	5	6	7	8	9	10
CEIC										
Goal and Objectives of Employment Counselling		• •								
Goal, Objectives and Tasks of the ACEC		• •								
CEIC Documentation	•					•				
CEIC Services and Programs		•								
Labour Market			•			• •				
COUNSELLING PROCESS										
Interview Function	•	•								
Problem-Solving		•			•	•				
Desired Counsellor-Client Roles	•	• •								
Irrational Beliefs						• •				
HUMAN DYNAMICS (Valuing Process)										
Valuing				•	•	•				
Work Motivation			•		•	• •				
Counsellor Values	• •			•	•					
(Change Process)										
Client Employability Strengths & Barriers			• •		•	• •				
Adult Development			•	•	•	•				
Locus of Control	•		•		•	• •				
Problem Ownership			•		• •	•				
Coping Behaviour vs. Defensive Behaviour	•				•	•				

LABOUR MARKET

As an assessment counsellor, you will be able either to provide the client with relevant labour market information, or start the client on the path to obtaining such information. As such, you will possess, and be able to transmit in a relevant manner, information regarding the relation of job demands, the employment skills required in chosen occupations/jobs, the range of the job market to client competencies (existing and/or potential and sources of information.

Provision of such information is outside of the scope of the present module.

LOCUS OF CONTROL

Description

Individuals presenting themselves for employment counselling services of the CEC often report a generalized feeling of personal helplessness in overcoming their work-related problems. Such a sense of helplessness (powerlessness) leads to an over-dependency on others, the development of a hypersensitivity to the wishes and expectancies of others, the failure to set goals for the future and a lowered self-esteem. Although such personal helplessness may have some foundation in reality (i.e., jobs simply are not available), more often than not it is the individual's ***attitude*** of perceived personal helplessness which interferes, in a self-fulfilling prophecy sort-of- way, with the gaining of effective employment. In such cases, the person's self-defeating attitude of personal helplessness may be viewed as a barrier either to effective employment or to enhanced employability (not to mention the personal stress and dissatisfaction which may arise from such an attitude). As such, a goal of employment counselling would be that of aiding the individual in his/her movement from a feeling of powerlessness (helplessness) to a greater feeling of powerfulness in resolving work-related problems. The blaming of forces outside of oneself for one's unemployment or under-employment makes it improbable that one will do anything about one's employment situation.

Julien Rotter's concept of internal ***vs*** external locus of control of reinforcement provides some understanding of such individuals[1]. In Rotter's framework, internal ***vs*** external control of reinforcement is conceptualized as a generalized expectancy on the part of the individual that s/he has control over the reinforcements that occur relative to his/her behaviour. Individuals who are prone to perceive outcomes across varying situations as being attributable to forces outside of themselves (i.e., luck, chance, fate, supernatural powers, more powerful others, the complexity of the world, the unpredictability of people and/or the world), may be viewed as being ***externally-controlled***.

---

[1] Other formulations giving insight to this topic of perceived helplessness are those of White's (1959) concept of efficacy, Heider's (1968) concept of effective force of the individual ***versus*** effective force of the environment, Minton's (1968) latent power of the individual, and Seeman's (1959) powerlessness.

Individuals who are more likely to believe that what happens to them in a particular situation depends upon their own efforts (i.e., they have control of their own destiny; they are the effective agents in determining the occurrence of reinforcements relative to their behaviour; they perceive positive and/or negative events as being consequences of their own actions), may be viewed as being ***internally-controlled***.

Research findings have supported the contention that individuals' generalized expectancies that the reinforcements they receive are contingent (internal) or not contingent (external) upon their own efforts affect their performance on day-to-day tasks. Specifically, internally-controlled individuals, in comparison with externally-controlled individuals, have been found: to be more attentive to those aspects of the environment which are personally relevant and potentially useful for their future behaviour; to take steps to improve their environmental conditions and to be more involved in social action-taking behaviour; to be more involved in situations they see as depending on their skill or ability rather than chance factors; to be resistive to subtle attempts at being influenced; and to see their own behaviour as determining their lives and what happens to them.

An individual's particular control orientation is believed to be developed by trial-and-error experiences in specific situations in which the individual differentiates events which are causally related to preceding events initiated by him/her and those which are not so related.

It is this generalized expectancy that you as an assessment counsellor encounter as a client barrier to employment/employability. Because it is a part of the individual's life style and is integrated into the individual's coping and defense mechanisms, it is not easily changed. Who has not met a client who said "The boss upset me by her remark!" as opposed to the more true statement, "I upset myself when I heard the remark of my boss". If the latter, more psychologically correct, statement does not seem to sound just right, it would be wise for your to list within your personal log the various externally based statements you hear from self or others in which cause of positive or negative emotion or behaviour is attributed to others. Beside each such listing, provide a more psychologically correct internally-based alternate statement. To start you off with some examples:

Externally-based Statement	Alternate (more internally-based) Statement
The client's manner of dress upset me.	I allowed the client's manner of dress to upset me.
His missing that job interview appointment infuriates me.	I chose to be infuriated by his missing that job interview.
Elaine upset me by being late for our interview.	I upset myself over the fact that Elaine was late for our interview.

Get the idea? Want to complete some of the following externally-based statements?

Externally-based Statement	Alternate More Internally-based Statement
I'm in a bad mood, because I didn't get a raise.	
That prank ruined my day.	
Liane hurt my feelings.	

The individual's generalized expectancy has some similarity with the underlying assumptions that the individual holds. Many clients tie themselves into unnecessary knots by falsely attributing their own feelings to external events. Your keeping a record of such instances provides an important area in which you can be of assistance in the clarification process with clients.

A starting point in the client's change process from a more external locus of control to a more internal locus of control is accomplished by an effective assessment interview, i.e., the focus on mutually delineated goals, the client's experiencing of a relationship of responsible caring, the instilling of courage within the client. By involving clients in a collaborative assessment counselling relationship, the counsellor initiates experiences in which the clients begin to gain some personal control on their lives. It is this reinforcing of client self-determination which is provided by ACEC services to clients.

A Caution

CEC employment counsellors report that since many of their clients exhibit an external locus of control, a more beneficial counsellor-client relationship would be one characterized by greater counsellor involvement and direction in the making of decisions for the client. Although such a stance no doubt does result in client employment, the effort to engage the client in a successful ***collaborative*** assessment endeavour (as suggested in this program) has more long-term benefit in client achievement and maintainment of effective employment.

Practice Exercises

Activity One

In the following counsellor-client interaction, provide two ***counsellor*** responses: one which depicts greater external locus of control and one which depicts a higher degree of internal control.

e.g. A client has filled out a 701 form with obvious inaccuracies.

EXTERNAL: "Here, let me make the corrections for you".

INTERNAL: "I think you filled in some of the answers incorrectly. Would you make the corrections? If you need help, I will give it to you, but see what you can do on your own".

1. A client is afraid to go before an interview board for a job.

   External Response: ____________________

   ____

   ____

   ____

   ____

   Internal Response: ____________________

   ____

   ____

   ____

   ____

2. A client is 20 minutes late for an interview and excuses tardiness with an explanation of oversleeping because of watching the late night movie.

   External Response: ____________________

   ____

   ____

   ____

   ____

   Internal Response: ____________________

   ____

   ____

   ____

   ____

3. A client fails to contact the employer to whom s/he had been referred the previous week.
External Response: ______________________________

Internal Response: ______________________________

4. A former client returns to you after being released from a job for inability to follow directions without getting angry.
External Response: ______________________________

Internal Response: ______________________________

5. A client is reluctant to try for a job you suggest s/he apply for because s/he has never worked in that specific field before.
External Response: ______________________________

Internal Response: ______________________________

____

____

____

____

Activity Two

List 5 recent interactions you have had with clients. For each one provide two responses: one which reinforces an external locus of control and one which encourages an internal locus of control.

1. Client Statement: ______________________________

____

____

External Response: ______________________________

____

____

____

Internal Response: ______________________________

____

____

____

2. Client Statement: ______________________________

____

____

____

External Response: ______________________________

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____

Internal Response: ______________________________

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3. Client Statement: ____

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External Response: ____

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____

Internal Response: ____

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4. Client Statement: ____

____

____

External Response: ____

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Internal Response: ____

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5. Client Statement: ____

____

____

External Response: ____

____

____

____

Internal Response: ____

____

____

____

Suggested Readings

Lefcourt, H. M. ***Locus of control: Current trends in theory and research***. Toronto: John Wiley and Sons, 1976.

Lefcourt, H. M. Recent developments in the study of locus of control, in Maher, B.A. (Ed.), ***Progress in experimental personality research***, New York: Academic Press, 1972.

Rotter, J. B. Some problems and misconceptions related to the construct of internal versus external control of reinforcement. ***Journal of Consulting and Clinical Psychology***, 1975, ***43***(1), 56-57.

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Self-Evaluation: Locus of Control

Self-Evaluation

3.1 Contrast the ***belief*** (general expectancy) generally held by internally- controlled individuals from those beliefs generally held by externally- controlled individuals.

3.2 Select those ***behaviours*** which are more characteristic of internally- controlled individuals than of externally-controlled individuals.

- (a) less attentive to those aspects of the environment which are personally relevant and potentially useful for their future behaviour;
- (b) take steps to improve their environmental conditions and be more involved in social action-taking behaviour;
- (c) be more involved in situations they see as depending on their skill or ability rather than chance factors;
- (d) be easily influenced by subtle attempts at manipulation by others; and
- (e) see their own behaviour as not determining their lives and what happens to them.

QUESTIONING

Description

A question within the ACEC may be used to request ***information***, to indicate ***doubt*** or to indicate a matter in need of ***consideration***. Socrates was celebrated for his teaching style, the so-called "Socratic Method", which made use of questioning to signal a matter to be considered. He believed that people potentially already knew what they needed to know and that by asking the right questions he could help them to bring their potentially available knowledge to greater awareness. Essentially, he believed that people have the answers to their own dilemmas but do not always know that they have the answers. Socrates described himself as a midwife whose purpose was to aid in the birth (not conception) of ideas by bringing them from the unconscious to the conscious level. Such a belief is compatible with the ACEC to the extent that the ACEC focusses upon client involvement and contribution to the problem-solving task; the belief, however, falls short of the ACEC in that within the ACEC both client and counsellor involvement and contribution is demanded. That is, within the ACEC, the counsellor in a Socratic manner, draws the client out, but the counsellor also draws from his own experience and judgements.

The selective use of questions in the ACEC can be highly effective. Questions can help:

1. to begin the interview: "Where would you like to begin?" "What is it that you would wish to achieve through your contact here?" "How have things been going since the last time we met?"
2. to elaborate on specific issues: "Could you tell me more about that?" "How did you feel when that happened?"
3. to elicit examples of specific behaviour so that the counsellor is able to understand the client: "Could you give me a specific example?" "What do you do when that happens at work?"
4. to focus the client's feelings and thoughts: "How did you feel at that point?" "What was running through your head when he said that?"

Purpose

Employment counsellors within the ACEC ask questions for two major reasons: to elicit client responses and to improve the clarity and quality of client responses. Effective questioning decreases the amount of employment counsellor talk. You have some answers (alternatives) too which you may provide, but you begin by encouraging the client to explore and understand his/her employment related concern.

Effective questioning by you increases the ***amount*** of client talk. Evidence indicates that more growth or change occurs in clients who are given a chance to describe and explore their concern than in clients who are fed custom made solutions. Clients learn much about themselves, the world of work and the integration of self and the world of work by using you as a sounding board. Clients often already have solutions to their employment concerns, but they are only dimly aware of them. Effective questioning by you brings these solutions to the conscious level.

Effective questioning by you improves the clarity and ***quality*** of client talk. Clients can be helped to go far beyond their one-word contributions. They can be helped to explore, expand, explain, justify, defend, generalize, infer, illustrate. Good questions do all of this and more.

How It is Done

Questions generally may be classified into two types: closed and open. You frequently may help to increase the quantity of client talk by asking questions which are open rather than closed. ***Closed questions*** frequently ask for factual information; the answer is usually a short "yes" or "no", either right or wrong. Closed questions tend to show less interest in the client and more interest in the facts surrounding an incident. They usually try to answer counsellor questions rather than client questions.

e.g., CLOSED QUESTION: "Why did you quit your job?"

Open questions, on the other hand, provide room for the client to express him/herself without the imposed assumptions or categories of the interviewer. Closed questions tend to trap the client, not unlike the leading questions of a prosecuting lawyer. Such questions (closed) more obviously take the counselling session in the direction the counsellor wishes to go rather than in the direction the client wishes. Open questions, as a rule, tend to be much more productive in the ACEC.

e.g., OPEN QUESTION: "Could you tell me more about your last job."

You can help to increase the ***quantity*** of client talk by asking open questions with a "***how to***" format.

e.g., "How did you go about placing yourself in the mechanical field?"

The responses to such questions cannot be labelled "right" or "wrong" and, therefore, do not carry the possible sting of evaluation. "How to" questions increase the length and variety of client responses, thus, giving the client and counsellor a fuller understanding of the client's world.

e.g., "How do you go about resolving conflicts with your boss?"

You can help clients to improve the ***quality*** of responses by asking questions which encourage clients to clarify and illustrate. Clients should be encouraged to become more explicit by their use of examples, similies, metaphors, analogies and action urges.

e.g., "You mentioned your foreman was dishonest. Can you give me an example of what you mean?"

e.g., "You say you have difficulty in talking to your superiors. Let's say I'm your boss and you are talking to me about your work. . . How would the conversation go?"

You can help clients improve the ***quality*** of their responses also by asking questions which encourage the client to expand his/her horizons; i.e., ask for applications in areas other than those which are under immediate discussion.

e.g., "You've discovered that a new way of relating to your superior has changed matters considerably. Could you tell me how this new way of relating would help matters with others in your life?"

It is to be noted that effective questioning is a highly complex art. Even highly skilled counsellors make unnecessary mistakes and waste valuable time because of poor questioning. Common mistakes in questioning are: changing the question; asking two questions at once; repeating the question; answering one's own question; using questioning to meet one's own need at the expense of the client's need; the overuse of closed-ended questions; unintentionally changing the direction of the interview; removing responsibility from the client; inducing client defensiveness; and unnecessary seeking of causes of client behaviour. A great deal of efficiency is gained when these mistakes are reduced.

Further discussion, demonstration and practice of this skill will be covered in the workshop sessions dealing with the employment counsellor relationship skill of concreteness. The following discussion focusses upon common counsellor errors in the use of questioning.

The error of unnecessarily changing the question occurs when a counsellor asks a question, immediately realizes s/he has not asked what s/he intended, and changes the original question once or several times. The error can be avoided by practising model questions until they come naturally.

e.g., "I would be interested in hearing about your relationships with people at your last place of work."

Another error occurs when counsellors ask a series of questions without allowing sequential client responses.

e.g., "How did you get along with people at your last place of work? What was your boss like? Where do you get along with people? At school? Home? Anywhere?"

If a question is worth asking, it is worth waiting for the answer.

A similar common questioning error occurs when a counsellor unnecessarily repeats essentially the same question without allowing time for client response.

> "You wish you would? Or you wish you wouldn't? You don't know or don't want to say? Which one is it?"

Repeating essentially the same question using different words increases counsellor air time but does not necessarily increase counsellor efficiency. To correct this error, take the time necessary to do a pre-run on the question in your own mind before you ask it, in order to make sure the question will do what you want it to do. Then, having asked the question, pause for several seconds if necessary. If the silence continues for an uncomfortable period of time, the question can now be withdrawn or repeated in an alternate form.

Another common questioning error occurs when counsellors answer their own questions.

> e.g., "Okay, Marty, you're feeling pretty bad about the whole ordeal, right? So, let's make sure we stay away from that whole set of problems, am I right? We want to look for a completely different work place, OK?"

Answering one's own questions increases counsellor talk without achieving client involvement.

It is extremely important that counsellors pause after each question to give the client a chance to answer. If the client is not given the opportunity to respond, the counsellor will come to his/her own conclusion and solution, but such a solution may not fit the client's concerns at all.

In initial stages of counsellor training, many counsellors are asked to refrain from asking questions. The reason is simple. Most questions people ask are asked unnecessarily from the questioner's point of view. Such questions may not take the client's ideas or feelings into account. The question may have been posed to satisfy the counsellor regardless of the effect on the client.

Furthermore, most questions people ask are closed-ended. They leave the client no room for freedom of movement. There is only one right answer. Closed-ended questions should be chosen by the counsellor with as much thought and purpose as are open-ended questions.

Another common problem in questioning is that the counsellor, through questions, unintentionally changes the direction the session is taking. That is, the client is forgotten and questions focus on counsellor concerns rather than client concerns to be addressed in the ACEC. Questions must be designed to clarify client employment concerns rather than provide information that is extraneous to the specific tasks of the ACEC.

Still, another danger in counsellor questioning is that the responsibility for the session unnecessarily is taken away from the client and taken over by the counsellor. The collaborative relationship within the ACEC is one of ***mutuality***. As such, the client is expected to assume his/her responsibility for the direction of the interview. Essentially, the burden the client is carrying remains with the client. Certainly, the assessment counsellor attempts to share the weight of the burden for the duration of the ACEC, but it is of utmost importance that the client retain ownership of his/her problem. Since the client has ownership of his/her problem ***before*** entering into the ACEC, and has ownership ***after*** the ACEC, s/he must also maintain ownership ***during*** the ACEC. The counselling goals or counselling-derived prescriptions which the client brings from the ACEC session must be his/her own. If the client perceives the goals or prescriptions as the counsellor's, it is less likely that the client will act on them. Therefore, you must be careful that your questions do not, in effect, transfer the responsibility of ownership of the client concerns from the client to you.

Another danger in asking questions is that some questions may unnecessarily put clients "on the spot" or "in the hot seat" and, thus, force clients into a position of defending or justifying themselves. Of course "degree of discomfort" is not the criteria for the judgment of a question's worth; rather, the criteria is, "Does the question posed help move us through the specific ACEC tasks?"

The deadliest questions a counsellor asks tend to be "why" questions, e.g., "Why did you start fighting?" Questions of "why" are usually questions which delve into causation. It is not likely either that anyone knows the cause or that there is a single cause. There could be ten causes, there may be one cause, but no useful end is achieved by defining the cause. The behaviour and the cause are all in the past. Clients can talk endlessly about causes, but knowing causes does not necessarily lead to productive insight, nor does it induce a client to act on such knowledge.

e.g., Client: "I think I behave the way I do because of my father. He did the very same things I find myself doing."

Such client talk as in the above illustration is a bottomless pit (because his father may have "done it" for the same reason!). Clients can hypothesize forever on the causes of behaviour that result in ineffective living. Granted, the past is influential in the present; but to posit a cause-effect relationship between a past event and a present event is both difficult and frequently non-productive.

In summary, the questioning techniques of employment counsellors can be improved and ineffective questioning can be corrected and avoided. A useful method for improving questioning technique is practising composing and asking prototype or model questions. Some such practice is provided in this pre-reading material in the chapter on client strength and barriers to employment. Furthermore, it is important that counsellors pause after each question until the client has had an opportunity to respond. If a question is irrelevant or poor, the counsellor simply can withdraw the question. However, if the clients have difficulty responding and the counsellor wishes to pursue an issue, the counsellor can ask the question in an alternate form. Clients need not necessarily respond in a verbal fashion. Counsellors can paraphrase client responses which are non-verbal such as nods, smiles and gestures.

Supervised practice in effective questioning techniques, highlighting productive use of both open and closed questions, will be provided in the ACEC workshop sessions.

Activity Three

One danger of questions is that they put the person asked in a "put-down" and defensive position. The stereotype "put-down" question from a parent, teacher or supervisor is a "Why did you do it?"

Take a moment and go back to a time when someone asked you a question in a belittling manner. Think a little about those feelings and write them out.

Share the incident you have been thinking about and the accompanying feelings with a colleague. You may wish to consider the following points. Immediately on being asked the "put-down" question:

a) What was the "picture" of yourself that came to mind?

b) What was the "picture" of the person asking the question that came to mind?

c) How would you describe your feeling of the moment?

d) What word could you use to describe your feeling toward the person asking the question?

e) What would be a possible action that you felt like doing in response to the question?

Activity Four

Behind every question is an implied statement.

Question : What time is it?

Statement: I would like to know what time it is.

Question : When did you come in last night?

Statement: I was wondering when you came in last night.

The statements which lie behind the questions often are more effective counsellor leads than are the questions. Statements tend to be effective because they give clients the freedom to respond or not to respond and if clients choose to respond, they can respond in any way they wish.

The question when written in a declarative way is, "***You*** tell me the time"; in contrast, the statement, "***I*** would like to know what time it is", is much softer and less demanding.

For each of the following questions, write out the statement which possibly lies behind the question.

1. Why do you fight with your foreman?

____

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2. What bothers you about your work?

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3. How are you getting along on the job?

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4. Why don't you like your work?

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____

5. Why aren't you getting along?

____

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____

____

Self-Evaluation: Questioning

Self-Evaluation

3.3 List two purposes of questioning within the ACEC.

3.4Distinguish an "open question" from a "closed question".

NOTE: Suggested answers are provided in Appendix 3.B.

FEEDBACK

Overview

Before we describe what we see feedback to be, write briefly your definition of feedback.

What is Feedback?

Feedback is the sharing of our observations, responses or reactions to another person's behaviour with the objective of providing the other person with useful information for possible increased relevant self-understanding and effective action. It is the process by which both an individual learns how s/he appears to others and provides his/her responses to others.

Description

Feedback is a term borrowed from physics in which information is fed back into a system so that appropriate alterations can be made, e.g., a thermostat activating a furnace on-off switch, or guidance systems in space vehicles to correct the vehicle's course. In a similar manner we give and receive feedback to and from people around us. It is our responses to others which allow them, if they choose, to make the appropriate alteration to maintain or change course; to stay on or to get on target.

The heart of this feedback process is the adjustment or corrective function. Feedback can be words, e.g., "Yes, I understand"; or physical messages e.g., a smile; or responses of any kind that communicate to the others our reaction/response to what they are communicating. Our responses/reactions may indicate that we agree with, do not agree with, or do not understand the other.

In the ACEC setting, both the client and you are at the same time senders of messages and receivers of messages. That is, both the client and you receive feedback and are a source of feedback simultaneously. Each is a cause and an effect. Therefore, you must be aware not only of the feedback you are giving to the client but also you must be aware of the feedback you are receiving from the client. Counsellors need to practice giving clear indications of what part of the client message sent is actually received and, furthermore, train their senses to observe clearly how their messages are responded to by others.

Purpose

The purpose of feedback is to enable the client to gain a greater understanding or awareness of him/herself. Self-concept develops through the responses of other people to us. Personality is greatly influenced by judgments, chidings and encouragements from significant others. In the ACEC, as in all counselling, the attempt is made to continue the basic process of ongoing personal development. Particular use of feedback is made in evaluating and clarifying both client strengths and barriers to employment and in the identifying and judging underlying assumptions.

Feedback, the giving of information in the form of observations and reactions to another, is aimed at increasing the others' understanding of themselves and, if they wish, stimulating change in their behaviour. Feedback gives clients the opportunity to further establish their self-concept as well as to help them to answer the question, "What should I do?"

Giving appropriate feedback lets clients know that they are coping successfully with their environment. In putting you in the role of an active participant rather than a passive observer, the use of feedback allows you to better obtain the collaborative relationship stressed within the ACEC.

Sometimes self-evaluation is insufficient or inaccurate. In such cases, without feedback the individual has no gauge to evaluate his/her behaviour; e.g., You write a report for your supervisor and are not too pleased with it. However, after reading it, your supervisor's feedback to you is that you have hit the nail right on the head (or the reverse situation).

The feedback you give to clients can make them feel unique and worthwhile and can heighten their sense of well-being. A person who receives no feedback, who is not encouraged and reinforced, will look elsewhere for support. Effective communication assumes a two-way collaborative flow of information.

In their day-to-day lives, clients seldom ask their friends and colleagues for feedback. When they do ask, many friends, colleagues and even other counsellors frequently hesitate to give feedback. Some reasons for this hesitation on the part of the counsellor may be:

1. The counsellor may think that the client merely wants feedback to reinforce what the client already knows about him/herself and will choose to hear only what s/he wants to hear.
2. The counsellor may think that the situation is just not right or the client is not quite ready to receive the feedback. S/he may fear that the feedback will be misunderstood; that the client will doubt his/her motives in giving the feedback; that the client may simply deny the validity of the feedback.

3. The counsellor may think that s/he has no useful feedback to give.
4. The counsellor may not want to take the chance of annoying the client or make him/her angry or upset.
5. The counsellor may feel reluctant to express his/her personal feelings or responses to the client.

The above factors not only operate among friends and colleagues, but also operate within the assessment interview.

How It Is Done

Feedback should be given through observations rather than by means of inferences. Observations are available to everyone but inferences are our own interpretations or conclusions. It may be helpful at times to make inferences or draw conclusions, but then we must be very clear in our feedback that this is in fact what we are doing.

Therefore, feedback should be given through description rather than as judgment. Description is neutral; judgment takes sides. Description allows the client to draw his/her own conclusions and choose in which way s/he would prefer to change. Description gives the client the choice of changing or not, while judgment tells the client what s/he ought to do. Likewise, feedback should be more a sharing of ideas than the giving of advice.

Guidelines for Giving Feedback

1. ***Focus on Relevant Things***. Feedback always should focus either on the strengths of the client or on barriers to his/her employability. Feedback on irrelevant facets of client behaviours or attitudes is distracting and counterproductive.

2. ***Consider the Readiness of the Client***. The receptiveness of the client is an important factor in effective feedback. If the client is not open to feedback, or does not possess a minimal state of comfort, your feedback will only arouse resistance and resentment toward you. Thus, feedback could well be prefaced by the question, "Would you like some feedback on that?".

3. ***Be Descriptive Rather Than Evaluative***. Describe the behaviour before giving your reaction to it. Keep your response descriptive rather than evaluative. This leaves the client free to use the feedback as s/he sees fit. For example, "You have argued against the last three points I have made"; is more helpful than, "You are a real bugger". Judgmental feedback to the client often tempts the client to get even - pay you back - especially when your evaluation arouses shame, fear, anger, contempt. Such feedback as, "Do you always stop talking just to change feet?" or, "If you think that you have problems, you should hear some of the problems that some of my clients have!" will prompt a negative reaction in most clients. Descriptive feedback to the client by simply reflecting what you saw, heard and felt, without making judgment or appraisal, tends to be better received by the client. For example, feedback such as "I have difficulty in seeing how your last two statements relate to one another" or "Your cheeks are flushed and your hands tremble when you mention your boss", helps the client to perceive his effect on others and is, thus, information which is useful to him.

4. ***Focus on Changeable Behaviours***. Feedback should focus on behaviour or attitudes about behaviour that the client has the capacity to change. Some physical characteristics or circumstances are so hard to change that to include them in feedback simply arouses frustration and resentment. The objective of feedback is to stimulate change. If resistance or discouragement results, feedback has been used inappropriately.

5. ***Do not Overload***. When given in small amounts, clients are able to digest the feedback. Too many items confuse and may anger the client. When feedback is given in too large a dose, the client will feel s/he has been "dumped on". Such "dumping" simply may satisfy the counsellor more than help the client.

6. ***Be Specific Rather than General***. "Your description of your duties at your last job was clear and concise", is more helpful than, "You're really smart". Use clear examples and avoid technical language.

7. ***Focus on Recent Happenings***. Effective results come when feedback is a prompt response to a current and specific behaviour. The venting of emotional business from the past is not likely to be helpful. Being told, "When you felt your boss was pushing too hard, you should not have been so aggressive - s/he may have pressure from his/her boss to cope with", is not likely to be as helpful as being told, "When you raise your voice at me and clench your fists, I view you as being very aggressive. Are you?"

8. ***Be Tentative***. Give your client an opportunity to respond to your feedback. You might ask, "Does that make sense?" or, "Would that be helpful?" This will give you a chance to work the matter through with the client. Your feedback is never meant to close the topic but rather is to be a lead to open the subject for investigation. Effective feedback is never seen by the client as the "final word". Your feedback is to be perceived as an encouragement to continue. It is the beginning of something, rather than the end.

9. ***Share Something of Yourself***. At times, attempt to include some of your own feelings and concerns (self-disclosure) about the client's behaviour/attitude on which you are giving feedback. In giving something of yourself, the client is less likely to perceive the feedback within the context of a "counsellor-as-superior-client-as- inferior" type of relationship which detracts from the atmosphere of collaborativeness and mutual respect which is so important for effectiveness in the ACEC.

10. ***Do Not Demand a Change***. Feedback is presented to the client, but seldom is imposed upon the client. What is pursued is the ***client's*** decision to change, not your demand for client change.

The skill of "concreteness" (discussed under ACEC Task #4) aids you in following the Feedback-Giving Guideline #6. Likewise, a helpful skill which can be used to help you to focus on recent happenings (Feedback-Giving Guideline #7) in providing feedback to clients regarding their behaviour in the counselling session which may have bearing on their employability is the skill frequently labelled as "immediacy".

The collaborative relationship sought for within the ACEC demands a mutuality with clear communication between the client and you. ***Immediacy*** refers to your ability to discuss directly and openly what is happening in the "here-and-now" relationship you are experiencing with the client.

Immediacy is characterized by focus on how the relationship is going "at the present moment". It is variously referred to as "you-me" talk and "direct-mutual communication". You are expected, in demonstrating the skill of immediacy, to attend carefully to how the client is communicating with you; to express your reactions to the client and to check out with the client how your comments are received and, of course, how such reactions bear upon the clients employability.

When communicating immediacy, you respond to the client in the present tense (e.g., "I am feeling tense" ***versus*** "I felt tense last week when . . . "); you are nondefensive; in talking about your feelings regarding the client, you focus not only on what is being said but also on what is ***not*** being said; and you use the pronouns "you and I" or "we" and "us". Immediacy responses are used to help increase client self-awareness as to how s/he relates to you in the ACEC. Immediacy involves elements of empathy, self-disclosure and confrontation.

Immediacy is a skill which relies heavily upon your recognition of the need for its use with a client. Basically it is incumbent on you to realize that there is something other than what the client is talking about which is interfering with your ACEC relationship or interfering with the client's employability. You are the only one who usually will do something about this. You must interrupt the surface contact in order to deal with the more immediate emotion. If you decide that you have too much anxiety about what the outcome of a confrontation will be and if you decide not to deal with the immediate issue, then you do both your client and yourself a disservice. Until the problem which you have recognized is dealt with, it becomes an exercise in futility to continue the ACEC; it is highly unlikely that anything significant will be dealt with. Until the client and you deal with what is presently going on in your relationship, to continue the interview in a task-oriented manner will probably mean that although you will talk with each other, very little will be accomplished.

It is important in the counselling relationship that the congruence and genuineness of the client and counsellor be expressed. Undercurrents muddy the relationship; and trying to continue towards some predetermined goal will not, in fact, attain that goal. Keeping on apparent track of the ACEC tasks is important, valuable, and necessary, but in some situations it is preferable to suspend the normal course of events in order to clear the air by dealing with the issue at hand - whether it is the expressed or unexpressed emotion or feeling of the client or counsellor.

Though dealing with immediacy can produce a lot of tension and anxiety for the counsellor who chooses to deal with it, immediacy is a very important skill in the client-counsellor relationship. It is easier to employ immediacy and its use will be more effective if there is a solid positive relationship between the client and you upon which to base discussion of the immediate "here-and-now" relationship.

Returning to the guidelines for giving feedback, two skills which help you to share something of yourself (Feedback-Giving Guideline #9) are ***self-disclosure*** and ***genuineness.***

Self-disclosure, as a counsellor relationship skill used in the ACEC, refers to your revealing something of your own life that has possible similarity to the client's employment-related concern. It's use is facilitative when it improves the quality of the relationship and when it leads to greater clarification (i.e., exploration and understanding) of the client's employment concern, constraint or contingency statements. ***What*** you self-disclose and ***how*** you self-disclose should never place the focus on you, but rather, should place focus on the client.

It is well known that many CEC clients are not able to disclose themselves effectively. By your use of facilitative self-disclosure within the context of providing feedback (Guideline #9) you:

1) provide a model to the client to engage in self-disclosure of employment-related concerns within a relationship of mutual respect that predominates the ACEC;
2) enhance your communication of empathy to the client by indicating the area of possible overlap between your experiences and the client's experience; likewise you enhance your actual empathy by gaining a greater sense of what it means to the client to disclose him/herself to another person; and
3) enhance the sence of partnership which is so important within the collaborative relationship aimed at within the ACEC.

It is seen, thus, that self-disclosure is facilitative to the extent that its use helps to maintain focus on movement towards the goal and objectives of the ACEC. It is not facilitative when its use distracts from movement towards the goal and objectives of the ACEC (e.g., shifts focus unnecessarily onto the counsellor or away from a relevant thought, feeling or assumption of the client or overburdens the client).

Genuineness refers to your congruence in experiencing, thinking, acting and communicating. It is facilitative when you enter into the collaborative ACEC relationship without facade and, then, involve yourself with the client with spontaneity, with nondefensiveness, with consistency and with a sharing of yourself. In being genuine, you are able to be aware of all of your reactions to the client and are able to communicate these reactions in a way that the client is able to accept and use for his/her own growth.

If you say one thing to a client while non-verbally portraying something else, the client will usually be able to see the discrepancy between the two. Actions do speak louder than words. If you are not honest with yourself or with the client in the relationship, a barrier soon will develop between the client and you.

There is a need for the counsellor to be him/herself with the client; to be genuine. When verbal comments and non-verbal actions say the same thing, genuiness is communicated.

Accurate timing is a very important skill for you to have when working with clients. As an assessment counsellor, you must accurately assess your client's ability to be able to accept or deal with your 'honesty' in order to make your genuineness facilitative.

Guidelines for Receiving Feedback

Just as the client will benefit from feedback, so also will you benefit from client feedback concerning your functioning within the ACEC. You must help to provide a trusting climate in which collaborative effort is maximized. Within this atmosphere you must be open and skillful in receiving client verbal and non-verbal messages, in understanding such messages and in focussing upon those messages most relevant to the provision of an effective, efficient and humane ACEC.

Some guidelines for receiving feedback include:

1. ***Reduce Factors Hindering Your Receiving of Feedback***.

   Reflect within yourself for obstacles to feedback which you may not readily be aware of, such as:

   —resistance to change;

   —unwillingness to acknowledge the usefulness of client feedback;

   —non-verbal communication of rejection, boredom, superiority...;

   —failure to actively listen to the client;

   —the client's purposeful attempt to "jam the system", i.e., defensive sabotaging of the interview or those parts of the interview which deal with the most critical issue(s);

   —the client's lack of awareness of what client behaviours/attitudes are relevant or non-relevant to his/her assessment; and

   —in short, dimensions of self, of the client and of the CEIC, which hinder constructive exchanges of feedback.

2. ***State What You Want Feedback About*** Let the client know the specific dimensions of yourself, and/or the CEIC operation and/or the client of which you would like to hear the client's response. (Your openness in this regard provides a model of meaningful openness).

3. ***Check What You Have Heard***. Make use of the receiving skills of paraphrase, perception, check and reflection of feeling in order to be sure that you understand what the client is trying to say.

4. ***Share Your Reaction to the Feedback.*** Make use of the communication skills of behaviour description and description of feeling and the helping relationship skill of self-disclosure in showing your response to the client's feedback statement. The client needs your reaction/response as to the "helps" and "no helps" so as to improve his/her ability to provide useful feedback.

In summary, feedback is a two-way process. When the other person is helping you, you have to help him/her to help you. The ACEC, like all counselling, is a cooperative, contractual venture. The atmosphere within the interview, the feedback you give and your response to feedback given to you, all affect the willingness and ability of the other person to be helpful to you, as well as to him/herself. The guidelines for giving and receiving feedback are not hard and fast rules. Rather, they are relevant guides for your intelligent use. It is reasonable to conclude that, while the use of feedback in the ACEC may take more time, extensive use of feedback results in a more accurate message transmission and results in more confidence in the message-transmission process.

Possible Difficulties

The greatest difficulty in giving feedback is leaving the client with the perception that his/her person is being criticized unnecessarily. When the client assumes this, the feedback is not likely to be helpful. To prevent this, the counsellor must focus on ***describing specific present behaviour in a tentative manner*** and provide the client with the opportunity to respond to the feedback. Likewise it is useful to help the client develop self-management skills which enable the client to monitor his/her own behaviours and, thus, provide him/herself with effective, relevant and more readily-accepted feedback. The development of client self-management skills, taking into account the principles of behaviour change outlined in the ACEC materials, will be addressed more fully in Module II of the Employment Counselling Training Program.

Practice Exercises

Activity Five

Think of an area in your life in which you could benefit from some honest descriptive feedback, areas in which you should examine your behaviour more carefully.

Then:

(a) Write out a statement in which you criticize yourself mercilessly.

(b) Write out a statement in which you concretely describe your present behaviour, tentatively as an invitation to self-exploration.

Activity Six

With a colleague, examine Figure 3.2 and discuss its use in the understanding of the concept of feedback and its applicability to your work with clients.

Figure 3.2: Self-Disclosure and Feedback ("Johari Window")

		Things About Myself That I...	
		Know	Do Not Know
Things about myself the other...	Knows	Common Knowledge	My Blind Spots
	Does Not Know	My "Secrets"	My Hidden Potential

Some points of discussion of Figure 3.2 may be:

1. One of the results of the assessment interview is that the client reduces the relevant areas of his/her secrets and blind spots and thus increases his/her area of common knowledge with the counsellor. The word "relevant" in the preceding sentence is important; only those areas of direct/indirect strengths and barriers to employment/ employability need be focussed upon in the assessment interview. Indiscriminate openness on the part of the client or you is misdirected fervour that is ineffective.
2. The giving and receiving of relevant feedback allows for the increasing and decreasing of areas within each quadrant. That is:
   a) the client's blind spots and secrets may become more common knowledge;
   b) the client's hidden potential may become more apparent to the client and/or to you.

Activity Seven

Observe a colleague providing test interpretation to a client.

1. Take notes on the employment counsellor's communication to the client which illustrates how the counsellor did or did not make use of each of the
   a) ten guidelines for providing feedback, and
   b) four guidelines for receiving feedback.
2. Select four instances in which the counsellor acted contrary to any of the feedback guides; for each of these instances indicate how the guideline could have been followed.

Self-Evaluation: Feedback

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Self-Evaluation

3.5 Describe what is meant by the term "feedback" as it relates to employment counselling.

3.6 Indicate three possible reasons why individuals may hesitate to provide feedback to another person.

3.7 Distinguish those variables which hinder (H) the giving or receiving of effective feedback from those which foster (F) the giving or receiving of effective feedback by placing and H (hinder) or F (foster) in the appropriate space.

( ) a. focus on relevant things
( ) b. consider the readiness of the client
( ) c. be evaluative rather than descriptive
( ) d. focus on changeable behaviours
( ) e. do not overload
( ) f. be general rather than specific
( ) g. focus on happenings that are not too recent
( ) h. be firm
( ) i. do not self-disclose
( ) j. demand a change

3.8 Reword the variables in Question #3.7, which you marked as hindering feedback, into a more fostering of feedback.

CONFRONTATION

Introduction

What is Counsellor Confrontation?

Before we describe what we see to be the counselling skill of "confrontation", briefly write ***your*** definition of counsellor "confrontation".

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A Definition of Counsellor Confrontation:

> Counsellor confrontation is the effective provision of feedback to the client regarding an inconsistency between or within the client thinking and/or behaviour which is interfering with the client's movement toward a desired goal.

Counsellor confrontation is the bringing to client awareness contradictory or self-defeating responses being used. It is not name calling, belittling or a form of sarcasm. If the confrontation employed by the counsellor is not relevant to the needs of the client, it is not likely to have positive results. In order for the client to hear, let alone heed any confrontation, it must be presented in as non-threatening a mode as possible. Thus, it is important that the client-counsellor relationship be developed in order for confrontation, as a counselling technique, to work.

The important skill of confrontation may be viewed as an extension of the employment feedback skills described previously. Confrontation is emphasized under a separate heading because of the importance of arriving at relevant counselling goals within the assessment counselling interview and the helpful role counsellor confrontation plays in the delineation of such goals. In addition, many employment counsellors tend to be somewhat reluctant to assume a confrontative stance with clients.

Description

This section is designed to help you to acquire the ability to confront the client with discrepancies in the client's behaviour that stand as direct and/or indirect barrier(s) to employment/employability.

Confrontation is necessary when the knowledge, belief or behaviour of an individual runs counter to achieving a desired goal. For example, the client may have completed a workshop on job search skills. You are assured that the client understands the effectiveness of the suggested stratagies. After considerable time, however, the only method used by the client is that of answering newspaper advertisements. By your confrontation of the client with the limitations of this method and informing him/her of other methods, the client will be better able to institute a successful job search.

Confrontation may be viewed as an extension of feedback, in which the discrepancy between the client's self-descriptions and the client's actions are brought to the client's attention. Confrontation allows the client the benefit of another point of view to consider in the process of self-exploration, understanding and action. Confrontation, likewise, may be viewed as an extension of advanced accurate empathy; in other words, it is a response to a client, based on a deep understanding of the client's feelings, experiences and behaviour, that involves some unmasking of distortions in the client's understanding (of him/herself, of others, or of his/her environment) and some (perhaps implied) challenge to action. It is an invitation to the client to employ unused strengths and resources or to explore some of the defenses that prevent the client from understanding and keep the client from action.

The skill of confronting involves the ability to present a contradictory view of the client's behaviour in such a way that the client will reassess his/her position in view of this new information or alternative. The skill is best exercised in an atmosphere preceded by the communication of empathy and positive regard. When we consider confrontation more generally as the employment counsellor bringing dimensions of him/herself into view of the client, any counsellor lead[1] then may be viewed as a type of confrontation. That is, any time your views (or any reality views of the client) are juxtaposed to that of the client's present views, confrontation is effected. Perhaps, if confrontation is viewed in the above light, you would be less reluctant to consider and use various degrees of confrontation in providing assessment services to clients. Indeed, all of the communication skills (e.g. empathy, paraphrase, perception check, reflection of feeling, feedback) employed by you and transmitted to the client could be viewed and categorized as varying degrees of confrontation. If confrontation is not effected either by the client him/herself or by you, what hope is there for client growth towards greater congruence?

Note 1: A "counsellor lead" is any verbal or non-verbal communication of the counsellor to which the client responds.

You must realize and accept your educative (and, thus, confrontative) role in providing assessment service to the client. Your educative role is that of providing the therapeutic environment in which the client moves from a less clear to a more clear understanding of self and his/her responsibility in the movement toward his/her employment goal.

What to Confront

Five examples of admittedly overlapping areas of client functioning in which confrontation is a desirable counsellor response are provided below.

1. ***Discrepancies*** - between what the client thinks and feels, says and does, what s/he is and wishes to be; the counsellor's experience of the client and the client's experience of him/herself: the client's perception of reality and the counsellor's perception of reality.

   e.g., Counsellor: "You seem to be saying "yes" with your words, but "no" with a frown on your face."

   e.g., Counsellor: "You say you'll take any job but you don't seem interested in any of my suggestions. Perhaps we had better re-examine what is keeping you from getting a job.

2. ***Distortions*** - when the client's needs get in the way of the client clearly seeing reality.

   e.g., Client: "I see my friend's getting a job as a way of removing himself from me rather than developing himself and getting on in the world."

   Counsellor: "I hear you saying that it is important that you get support from his presence, yet it is unimportant whether he meets his needs for self-development."

   or

   "Could it be that you feel inferior because your friend has a job and you don't."

3. ***Games, tricks and smoke screens*** - that keep the client from the real issue/task.

   e.g., Client: "The client saying "Yes, but..." to all suggestions given by the counsellor regarding how to find a job".

   Counsellor: "Could it be that you are afraid to act rather than unable to act?"

   or

   "It seems that for every suggestion we come up with you create a barrier. Maybe we could look at this barrier-making rather than possible solutions."

4. ***Evasions*** - the continual blaming of others for what is wrong in the client's life.

   e.g., Client: "I've tried to get a job but no one will give me one".

   Counsellor: "Can you tell me some of the things you've tried?"

   e.g., Client: "No one will hire me because I have a record."

   Counsellor: "Are you willing to participate in a training program now?"

   or

   "We have some contacts who are willing to consider you regardless of your background. Can we look at some things which may interest you?"

   Client: Persistent Evasion:
   "They may not ask questions when I'm hired, but once they find out they'll fire me!"

   Counsellor: "Has that actually happened to you before?"

5. ***Irrational Beliefs*** - the client may base his/her expectations or actions upon irrational beliefs which need to be clarified and confronted prior to productive endeavours.

   e.g., Client: "I can solve my own problems without aid from anyone!" (in the light of obvious demonstration of inability to clearly isolate issues, gather information...)

   Counsellor: "It seems to be very important for you to hang on to the belief that you are thoroughly competent in all things."

   e.g., Client: "It would be terrible to be granted a job interview and then be refused the job!"

   Counsellor: "Are you saying that it would be horrible not to have everything go as you would like?"

   or

   "Your concern about a possibly negative outcome, seems to be preventing you from pursuing job opportunities."

How to Confront

Five tips to consider in the confronting process are outlined below.

1. ***As a part of accurate empathy*** - based on an understanding of the client.

How would you feel if someone you barely knew approached you and said, "Y'know, you always wear the stupidest clothes. How do you expect anyone to want to hire you if you're wearing clothes like those?" Well, first you'd probably get angry and if you were able to do more than huff and sputter you'd probably tell them to mind their own business. But what would your reaction be if a friend, whose opinion you trusted and with whom you felt mutual respect, trust and warmth, said to you, "Y'know, perhaps you need to reconsider your appearance. Could it be that you're not getting any interviews because you're dressed inappropriately?" You'd probably want to stop and at least consider if there was anything to that statement.

2. ***Recognizing your feelings*** - sequentially:
   a) constantly be aware of your own inner experience/feelings;
   b) once the feelings are recognized, determine whether the feelings are a result of ***your*** own inner conflicts or a result of the ***client's*** conflict;
   c) determine whether the goals of the relationship would be enhanced or retarded by the sharing of your feelings; and
   d) assuming your judgment is that the sharing of such feelings would be helpful, confront the client with your feelings of inconsis- tency with what the client is communicating.

The description of your feelings helps to clarify the client's feelings/reactions; serves as a model for the client to recognize and clarify his/her own feelings; and fosters a condition of trust. Two cautions to be observed are that (i) expression of feeling does not always serve useful ends, and (ii) confronting may immobilize client, i.e., the client may feel too threatened to continue.

3. ***Tentatively*** - qualifying your statements makes it easier for a client to accept the picture you are presenting and lessens the possibility of the client viewing your comments as being punitive, vengeful, or hurtful.

   e.g., Could it be that...
   I wonder if...
   I hear you saying that ________, but you seem to be doing ________.

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I get the feeling that there is more to this than you have indicated. Is this true?

4. ***With Care*** - that is, with:
   a) involvement (not standing off from client. As a prelude to a confronting statement, the counsellor may wish to share a related experience. This helps lessen the threat of a confrontation.

      e.g., I had a job once where my boss told me my reports weren't as good as the others. I know I felt hurt at first. Could that be more what's behind your anger?);

   b) the motivation to help the client (not to get back at or punish the client);
   c) consideration of the quality of the relationship (the more rapport - the more confronting you can be without losing the client's cooperation);
   d) appreciation of the client's ability to understand what you are saying (i.e., confronting a very confused client just adds to the confusion);
   e) appreciation of the client's ability to accept what you are saying; confrontation can be provided gradually, with successive approximations, from people in general to the specific discrepancy manifested by the client.

      e.g. "When you (specify client's non-productive behaviour), I feel (specify your feeling), because (specify block to achievement of assessment goal)".

5. ***Feedback Principles*** - (You may wish to review the section on guidelines for giving feedback)

   A few feedback principles are provided below:

   a) ***Timing***: give opinions in the form of feedback only when the client is ready;
   b) ***Behaviour Description***: describe the behaviour before giving your reaction/response to it;
   c) ***Focus on Behaviour***: give feedback in the form of opinions about the client's behaviour (observed or reported) rather than judgments about it - it must be clear to the client that it is the ***behaviour*** of the client which is being criticized and not the ***personhood*** of the client;
   d) ***Ability to change***: give feedback about the things the client has the capacity to change;
   e) ***Avoid flooding***: give feedback in small amounts - overuse of confronting may flood the client with feedback to the point of frustration which may create an impasse in the relationship;

f) ***Immediacy***: feedback should be, as much as possible, a prompt response to ***current*** behaviour - not unfinished emotional business from the past;

g) ***Check Accuracy***: be sure to ask the client for reactions/ responses to your feedback, e.g., "Was it helpful or not?"

Some Defensive Responses of the Client to Confrontation

Confrontation may create dissonance which may result in an overly- uncomfortable state that the client may try to lessen by:

a) Discrediting you as the confronter - attack you as the bearer of bad news; show that you are no better than anyone else.

e.g., Client: "What gives you the right to sit there and suggest I be more positive in job interviews. You haven't experienced the rejection and humiliation I have. Your uncle is probably the boss and gave you your job."

b) Persuading you to change your views - reverting to rationalization of his/her behaviour.

e.g., Client: "I'm not so sure that my anger at work isn't called for. If I didn't show anger, my bosses would treat me like a doormat. I think you see me as a fairly reasonable person. I don't get angry here because it isn't called for."

c) Devaluating the importance of the topic being discussed - rationalization in another form.

e.g., A client may view his/her sarcasm at work as just "kidding" or "poking fun at others" even though it has cost the client his/her job.

d) Seeking support for his/her views elsewhere - client may wish to change counsellors because the client feels s/he "isn't being understood".

e.g., Client: "I asked my wife about my sarcasm. She says she doesn't mind at all and that she thinks my friends just see it as humour and as part of my style."

e) Moving into an overly-dependent role in which s/he feigns helplessness.

e.g., Client: "But I just can't go and knock on an employer's door and ask for an interview. Couldn't you call and set it up for me?"

f) Superficially complying to what you say - client agrees with you, but this may be a game to get off the topic and, thus, avoid further dissonance or action.

e.g., Client: "You're right I am too sarcastic. I should think of what effect my sarcasm will have before I speak."

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Such defensive responses give notice to you that the collaborative counsellor-client relationship is not adequately developed, e.g., the client does not see the relevance of the interaction to the meeting of his needs or the client is in need of more suport, i.e., encouragement, to work on this area of his/her employment concern.

A Desirable Client Response to Confrontation

The ideal client response to confrontation is one in which the client understands what the counsellor is saying and is open to consideration of the point being made. Once a client is willing to understand and reflect on a confrontation from the counsellor s/he is ready to learn how to confront him/herself

> e.g. Client: "While we've been talking, I've been doing just what I do in job interviews; I've been "wishy-washy", just trying to please you instead of doing what will help me. Instead of saying what it is I want, I expect others to figure it out for me."

Further Tips:

1. Attempt to maintain a warm acceptance of the client.
2. Be informed and knowledgeable about: content area being discussed; behaviour principles; motivation.
3. Confrontation should be on client behaviour/attitude that appears contradictory to desired goal.
4. Observe client contradiction and communicate this to the client in such a way as to encourage the client to reassess his/her behaviour, belief, knowledge.
5. Confront in as direct and helpful a manner as feasible.
6. Be able to assist clients to generate alternatives; also feel free to suggest some alternatives, if possible.

Note: A discrepancy not to be overlooked is the client's narrow focus on barriers to employment/employability, to the exclusion of ***strengths*** to employment/employability (or vice versa)

Note: Keep in mind that the avoidance of relevant confrontation may (a) inadvertently reinforce counter-productive client behaviour (b) weaken the counsellor-client bond of self-respect, and/or (c) result in the loss of a "golden opportunity" for the client to receive effective CEC service.

Note: It is helpful to use the terms "concerns", "difficulties", "issues", rather than the term "problem" in order to focus more on employability dimensions which can be alleviated. Likewise, focus on increasing client's level of effectiveness rather than finding final solutions.

Practice Exercises

Activity Eight

Concerning the six defensive responses of clients to confrontation provided in the description of the skill of confrontation, provide a possible example of each from your experience in employment counselling.

Activity Nine

Select the probable most helpful counsellor confrontation in each of the following counsellor responses.

Situation A: The client is unable to view any value in the CEC services.

Counsellor Response:

( ) Why don't you smarten up and give us a chance!

( ) Your unemployment is ***your*** problem: do something!

( ) It is true we could improve our services. Let's look at some ways the CEC can help you!

( ) You are a pretty negative individual.

Situation B: The client is very upset about his/her job prospects but says s/he is quite satisfied.

Counsellor Response:

( ) You say you're satisfied, but from the frown on your face I get the impression that you're pretty upset.

( ) Cheer up! Things will look better tomorrow.

( ) It doesn't do any good to fool yourself.

( ) I'm glad that you can be so optimistic about your job prospects.

Activity Ten

Write three appropriate counsellor confrontations for each of the following situations:

Situation A:

The client would like to get a job but is reluctant to explore his/her employability strengths and/or barriers with the counsellor.

Counsellor Confrontation:

____

____

____

____

____

____

Situation B:

The client believes that s/he communicates interest in others, but evidences very poor attending skills in conversation with the counsellor.

Counsellor Confrontation:

____

____

____

____

____

____

Situation C:

The client sees it to be very important that he comes across as a "tough-guy" to the counsellor.

Counsellor Confrontation:

____

____

____

____

____

____

Activity Eleven

Collect verbatim examples of helpful and not-so-helpful counsellor-client, counsellor-counsellor, counsellor-supervisor confrontations. Indicate what makes the helpful confrontations helpful and the not-so-helpful confrontations not-so-helpful.

Activity Twelve

Practise helpful confronting responses in your personal and professional contacts.

When time allows, write out the confronting responses verbalized by you throughout the day. Consider possible improvements that could be made to make any such response more appropriate to the situation in which the response was made (or to a similar situation in the future).

Activity Thirteen

1. Jot down three or four concerns in your own life.
2. For each concern write a confronting statement and a response to that statement.
3. One at a time, bring up each issue to a close friend or colleague. Note his/her response and your reaction to the response (feelings *vs.* content).

Self-Evaluation: Confrontation

Self-Evaluation

3.9 Define the term employment counselling "confrontation".

3.10 Describe the usefulness of confrontation in helping relationships.

3.11 Provide examples of five areas of client functioning in which confrontation is an effective assessment counsellor response.

a) Discrepancies;

b) Distortions;

c) Games, tricks, smoke screens;

d) Evasions;

e) Irrational Beliefs.

3.12 Provide examples for each of the six following responses of clients to confrontation.

a) Discrediting the confronter;

b) Persuading the confronting counsellor to change his/her views;

c) Devaluating the importance of the topic being discussed;

d) Seeking support for his/her views elsewhere;

e) Feigning helplessness;

f) Superficial compliance.

3.13 Select the most appropriate confronting response from among the following counsellor responses.

a) Situation: The client is fearful of change but provides the counsellor with an abundance of obviously false risk-taking events in his life.

Counsellor response:

( ) Quit hiding behind those false stories, I know you're scared.

( ) Could it be that your stories of adventure and risk are being used as a smoke-screen to keep me from becoming aware of your reluctance to change?

( ) You seem to lead a very exciting life.

( ) I get pretty scared when I put myself in your shoes!

3.14 Write an appropriate confronting response to the situation provided below.

a) Situation: The client sees herself as lacking job skills, but actually has many high level skills.

Confronting response:

Summary

Confrontation involves the pointing out of discrepancies. The purpose of confronting is to make the client more aware of the blocks to his/her movement toward employment or the sub-steps to employment, e.g., counselling goal delineation within the ACEC. As an extension of feedback, focus must be on behaviour and must not attack one's personhood. In addition, in order to be effective, confrontation must take place once you have built a relationship of mutual respect.

Suggested Readings

Berenson, B.G., Mitchell, K.M. ***Confrontation: For better or worse***. Amherst, Mass.: Human Resourses Development Press, 1974.

Brammer, L.M. ***The helping relationship: process and skills***. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973, p. 94-102.

Carkhuff, R.R. ***Helping and human relations, Volume I***. New York: Holt, Rinehart and Winston, Inc., 1969, p. 189-91, 209-211.

Egan, G. ***The skilled helper***. Monterey, California: Brooks/Cole Publishing Co., 1975, p. 156-172.

CLIENT EMPLOYMENT/EMPLOYABILITY STRENGTHS AND BARRIERS

As an assessment counsellor, you will have knowledge of the typical employability strengths and barriers of previous CEC clients and be able to discern and productively discuss such strengths and barriers experienced, or to be experienced, by present CEC clients.

You will be able to learn from your own experiences and that of other CEC counsellors (verbal and written). You also will be able to productively use your experiences without having such use block recognition of previously unrecognized strengths and barriers within clients.

Provided in the second part of this section are operational definitions and sample diagnostic questions concerning selected employability barriers and strengths of CEC clients. In this first section, a further introduction to the evaluation of client strengths and barriers is provided.

If randomly-selected, non-job-ready clients at any CEC were asked what their problems were, the likely answers from many of them would be "Unemployment". To them, even though they may have had many jobs that they were not able to hold for any length of time, their problem as seen by them is their need for an immediate job. Experienced CEC employment counsellors may view their clients' problems somewhat differently. CEC counsellors learn from experience that such singularity of thought, on the one hand, is helpful in providing motivation to work on obtaining a job but, on the other hand, too often acts as an impediment to effective placement. In recognizing that unemployment is a serious problem, the CEC employment counsellor at all times keeps ***effective job placement*** as the end goal of his/her work. Indeed the counsellor also realizes that for many individuals the best preparation for a job is actually to have a job. However, the CEC employment counsellor also realizes that for an increasing number of clients a prior issue to be addressed is why the client is having trouble either in deciding on the kind of job s/he wants, or in obtaining, maintaining and progressing in the job. Until the client and the counsellor can discover the specific factors which hinder the client from obtaining effective placement, and can remove or modify such factors which lead to continued lack of success, no satisfactory employment solution is likely to be reached.

Thus, within the initial contact of the employment counsellor with the client, subsequent to the development of a minimal level of rapport, answers to the following basic questions generally are sought.

1. What does the client state, explicitly or implicitly, his/her employment/employability issue to be? Does the counsellor agree with the client's statement?
2. What specifc factors in the client's situation suggest barriers or obstacles to employment/employability?
3. Have we considered a sufficiently broad range of coping skills related to the client's employability concern?
4. Do these factors prevent or hinder an immediate effective placement? How?
5. What must be accomplished by the client (with and/or without CEC support) before the client can integrate/adapt within the labour market?

The above questions hark back to the provision of the "concern - constraint - contingency statement" sequence mentioned in Chapter One.

Presented in the remaining part of this chapter are:

1. brief checklists and operational definitions of barriers and strengths which, singly or in combination, have been found to affect the employability of CEC employee-clients; and
2. sample diagnostic questions for consideration of CEC employment counsellors in the process of identifying barriers and strengths within their employee-clients.

The provision of operational definitions and sample diagnostic questions concerning employability barriers and strengths is deemed to be an aid to the employment counsellor in identifying and meeting clients' needs. Also, such provision initiates a foundation upon which may be based a common (within and across CECs) terminology to describe employment/employability barriers and strengths.

The definitions, descriptions and diagnostic questions formulated in this Chapter are designed to respond to a recognized need for a client need-identification approach that meets the following criteria:

a) reflects the concerns and values of the CEC employment counsellor and clients;
b) does not require extensive recording;
c) is based on information readily available from client statements and behaviours and through counsellor questioning and observation;
d) allows for counsellor and client participation both in determining the type and degree of employability barrier(s) and strength(s), and in choosing those barrier(s) and strength(s) to be focussed upon in subsequent intervention.

In respect to the first criteria noted above, experienced and successful CEC employment counsellors, over the years, tacitly have developed individualized schemata based upon their contact with clients and their study of completed registration forms. The use of the definitions, descriptions and diagnostic questions presented in this Chapter, is an attempt to make such schemata explicit.

The identification of employment/employability strengths and barriers is viewed as an aid in the formulation of contingency statements. A subsequent step involves the decision either to work towards the removal or reduction of the barrier by emphasizing client change of attitude and/or behaviour; or to accept the barrier as something the client is unable or unwilling to change. In the latter case, the client may choose an occupation in which the barrier is of some asset, or at least, is of more limited liability than in a previously considered occupation. In any counselling endeavour, it is important that the client be provided the opportunity to explore the possible alternatives and the probable consequences of each alternative prior to his choice of specific goals to be achieved through the counselling endeavour.

In determining the specific employability barriers with which to deal in the counselling intervention process, it is important not only to consider the barriers and strengths in relation to specific occupational choice, but also to consider the interaction of such psychological barriers and strengths (example: low level of enthusiasm coupled with high level of emotional stability may be indicative of a tendency towards laziness). Indeed, just as a selected attitude or behaviour of an individual may be considered either a strength or a liability, depending upon the occupation chosen by the individual, so, also may selected attitudes or behaviours be admirable or detrimental, depending upon the combination in which they exist within the client. In essence, both psychological and vocational maturity of the individual imply that the various attitudes and behaviours are well balanced in respect to the client's occupational choice.

In addition, it is important to keep in mind that definitions, descriptions and diagnostic questions both provided and to be developed are ***not*** intended for the counsellor to develop a private "Sherlock-Holmes-type" understanding of the client's inner dynamics. On the contrary, they are provided and emphasized, as mentioned above, as a richness of counsellor resource to be selectively used in assisting the client to clarify his/her employment-related concern, constraint, contingency statements and counselling goal derived therefrom.

Definitions, associated attitudes and behaviours, and sample diagnostic questions are provided for the following dimensions observed in non-job-ready clients. You may note some overlap between and among the dimensions, but each dimension has been judged to possess distinctive features meriting separate treatment.

Adaptability/Inflexibility
Aggressiveness/Aggressive
Aptitudes/Abilities
Assertiveness/Submissiveness
Chemical Dependence
Communication Skills
Decision-Making Skills
Disadvantaged
Emotional Security/Insecurity
Emotional Stability/Instability
Enthusiasm/Vitality
Geographic Mobility
Grooming and Personal Hygiene
Indecisiveness/Decisiveness
Interests
Interpersonal Competence
Job Search Techniques/Methods/Strategies
Language
Level of Education/Training/Experience
Locus of Control
Management of Finances
Pessimistic/Optimistic
Possession of/Accessibility to Clothes/Tools/Equipment
Required on Job
Realistic/Unrealistic Aspirations
Responsible/Irresponsible
Self-Acceptance
Self-Awareness
Self-Disciplined/Impulsive
Self-Sufficiency/Emotional Dependency
Sociability
Transportation
Work Motivation

The above dimensions may be categorized under the headings, MOTIVATIONAL/ATTITUDINAL; EMOTIONAL; INFORMATIONAL; SOCIO-ECONOMIC; PHYSICAL; EDUCATIONAL/SKILL, as noted in Figure 3.3, in which additional self-explanatory dimensions are provided and in which space is provided for you to add other dimensions you have found to be relevant.

Figure 3.3: Employment/Employability Dimensions

I. MOTIVATION/ATTITUDINAL

a) Adatability/Inflexibility
b) Indecisiveness/Decisiveness
c) Initiative
d) Interests
e) Interpersonal Competence
f) Locus of Control
g) Pessimistic/Optimistic
h) Realistic-Unrealsitic Aspirations
i) Responsible/Irresponsible
j) Sociability
k) Stability of Previous/Present Employment
l) Work Motivation
m) . . .

II. EMOTIONAL

a) Aggressiveness
b) Assertiveness/Submissiveness
c) Chemical Dependence
d) Emotional Security/Insecurity
e) Emotional Stability/Instability
f) Enthusiasm/Vitality
g) Judgment
k) Self-Esteem
l) Self-Sufficiency/Emotional Dependency
m) . . .

III. INFORMATION

a) Knowledge of CEIC Services
b) Vocational Certainty/Uncertainty
c) Knowledge of Community Resources
d) Knowledge of Job Market
e) Self-Awareness
f) . . .

IV. SOCIO-ECONOMIC

a) Accommodations
b) Discrimination
    i) age
    ii) race
    iii) health
    iv) sex
    v) prison record
    vi) other
c) General Family Life
d) Geographic Mobility
e) Life-Style
f) Management of Finances
g) Possession/Accessibility of Clothes/Tolls/Equipment
h) . . .

V. PHYSICAL

a) Grooming and Personal Hygiene
b) Health
c) Disadvantaged i.e. blind, deaf, amputee, colour vision
d) . . .

VI. EDUCATIONAL/SKILL

a) Aptitudes/Abilities
b) Communication Skills
c) Coping Skills
d) Decision-Making Skills
e) Intellectual Ability
f) Job Search Techniques/Methods/Strategies
g) Language
h) Level of Education/Training
i) . . .

VII. MISCELLANEOUS

The employability dimensions, for which operational definitions and sample diagnostic questions are provided in the remaining part of this section, are presented in alphabetical order for ease of locating. As noted previously, a five-fold categorization of the factors is provided in Figure 3.3. It is to be noted that any specific dimension exhibited by an individual may be unacceptable for effective placement in one occupation yet be quite acceptable, even desirable, for effective placement in another occupation. Thus, you should avoid falling into the overly simplistic stance of viewing the dimensions as being absolutely helpful or absolutely hindering across all occupations or job clusters.

The emphasis upon motivational, attitudinal and emotional barriers and strengths is based on the recognition that such dimensions are often ignored but are important dimensions in the non-job-ready client's bid for integration and adaptation within the labour market. Such focus does not preclude the relevance of informational, physical, educational/skill and other occupationally-significant, job-significant, client-significant or universally-significant dimensions. It may be held, however, that, for a significant group of non-job-ready CEC clients, the latter factors are of particular relevance only after more basic psychological strengths and/or barriers have been utilized or eliminated, modified or resolved.

It is far more productive to keep in mind the client's individual employment strengths and weaknesses in relation to type and level of exployment sought. The "either-or" stance of viewing a client's behaviour or attitude as helpful or hindering without reference to job demands external to the individual does disservice to the individual who comes to the CEC seeking help in obtaining effective placement rather than seeking help in developing all the qualities any one of us may view the supposedly ideal type of job applicant to possess.

Concerning the material in the following section, the sample diagnostic questions provided are stated directly for the sake of simplicity. With many clients such direct questions suffice. With some clients, however, questioning must be more indirect and open-ended to allow the client to describe him/herself and, thus, to allow the counsellor to make observations and diagnoses of the client's psychological barriers and strengths. The use of more indirect and open-ended questioning techniques may be necessary with clients who:

1. have limited self-understanding;
2. have limited confidence in what they know about themselves;
3. have personally-conceived valid reasons to be secretive or evasive, or to "fake-good" or "fake-bad"; or
4. experience difficulty in understanding the direct questions posed by the counsellor.

It is to be noted that the wordings of the questions merely are suggestive. You are encouraged to eliminate, rephrase or combine any of the questions in a manner more comfortable to themselves and the specific client being interviewed. Likewise, you are encouraged to generate additional germane questions. Indeed, if you do not personalize the questions provided or develop your own set of questions, it is unlikely that your questioning of the client will be productive.

Adaptability/Inflexibility

Definition

Adaptability refers to the making of appropriate responses to changed or changing circumstances of job requirements.

Included within adaptability could be "frustration tolerance", i.e., the ability to accept frustrating circumstances on the job without disruption and disordering of one's behaviour.

Client Attitudes and Behaviours[1]

—able to settle down to the conditions for work or learning, without unnecessary preparatory behaviour

—accepts and meets the usual demands of a job without undue strain or friction

—able to profit from past experience

—flexible, versatile

—teachable

—ready to make changes in behaviour to meet the changing circumstances of the moment

—often wishes to experience novelty and change (e.g. in daily routine, in eating places, in trying new and different jobs, moving about the country, and living in different places)

Sample Diagnostic Questions

—Do you find it easy to change old work habits without slipping back?

—Do you like to try new and different jobs rather than to continue doing the same old things?

—Do you like to experience novelty and change in your daily work routine?

Diagnostic Question(s) You Would Use

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[1] The descriptions of attitudes and behaviours provided under this heading throughout this Module are not intended to convey an absolutism, but, rather, are intended to convey merely a ***tendency*** to think or behave in the manner outlined, i.e. implicit in each description is the preliminary phrase similar to "the client has a tendency to...".

Aggressiveness/Aggressive

Definition

Aggressiveness refers to a tendency of the individual to display hostile action towards others. Although aggressive behaviour commonly results in a "put-down" of the recipient, it need not be destructive.

Often, the terms, "aggressiveness" and "aggressive" are used to describe forceful behaviour, either constructively self-protective or destructively hostile towards self or others. For our use in describing CEC client behaviour, we will separate the constructive and destructive dimensions of forceful behaviour, with "aggressiveness" being used to denote ***destructively*** quarrelsome behaviour; and "aggressive", (or "assertive" and "assertiveness") being used to denote ***constructively*** self-protective behaviour.

Client Attitudes and Behaviours

—attacks contrary points of view
—tells others what he/she thinks about them
—quick to criticize or complain
—makes fun of others
—tells others off when disagreeing with them
—gets revenge for insults

Client Attitudes and Behaviours

—blames others when things go wrong
—overbearing, impatient, contemptuous of weakness in others
—tends to achieve desired goal at the expense of other(s)

Sample Diagnostic Questions

—Do you get into a lot of fights on the job?
—What do you usually do when someone insults you? (Reply: get even).
—Are you very argumentative?
—Do you tend to make fun of people at work who do things that you consider to be stupid?
—Do you tend to dominate many of your colleagues?
—Are you very understanding when someone is late for an appointment?
—When you offer a colleague a suggestion, is it apt to be more helpful than critical?
—Do you have a quick temper?
—Are you inclined to "tell-off" your boss?

—Are you apt to be sarcastic with a colleague with whom you are annoyed?

—Do you often step in and make decisions for others?

Diagnostic Question(s) You Would Use

Aptitudes/Abilities

Definition

Aptitudes refer to those activities/skills in which the client has the capacity to acquire proficiency given training/experience.

Client Attitudes and Behaviours

Can the client perform or learn to perform the tasks required on the job sought?

Sample Diagnostic Questions

—Which of these three tasks are you best able to perform: 1.________2.________3.________? (Specify some activities).

—What type of part-time work and volunteer work have you done?

—What jobs have you done well?. . . poorly?

Diagnostic Question(s) You Would Use

Assertiveness/Submissiveness

Definition

Assertiveness refers to the tendency of the individual to push forward his/her own interests or ideas, despite opposition. It manifests itself in behaviour that allows a person to express honest feelings comfortably, to be direct and straightforward, and to exercise personal rights without denying the rights of others and without experiencing undue anxiety or guilt. Submissiveness often is viewed to be on the other end of the continuum to assertiveness. Please note, however, that submissiveness is not necessarily hindering to effective job placement. The helpfulness or hindering effect of submissiveness is best defined within the context of a specific job and setting.

Client Attitudes and Behaviours

Assertiveness:
—self-assured
—independently-minded
—self-enhancing
—chooses for self
—tends to achieve desired goal

Submissiveness:
—gives way to others
—docile
—conforming
—often dependent and anxious for obsessional correctness
—passive

Sample Diagnostic Questions

—Would you prefer to accept an unfair work situation rather than complain?
—Do you tend to take an active role in union affairs?

Diagnostic Questions You Would Use

Chemical Dependence

Definition

Chemical dependence refers to the client's use of drugs and/or alcohol to an extent that it adversely affects the client's ability to obtain employment or to work productively in job search/training/employment.

Sample Diagnostic Questions

—Do you require the use of drugs (medication) on a regular basis? If "yes"...Does your use of drugs (alcohol) aid or hamper you in obtaining/maintaining/progressing in a job/occupation/career?

Diagnostic Question(s) You Would Use

Communication Skills

Definition

Communication skills refer to the cluster of skills which allow the individual to converse (oral or written) with others in a manner which is helpful to the clear receiving and sending of messages.

Client Attitudes and Behaviours

—generally understands and is understood by others

—posture and eye contact congruent with communication intent

—acceptable tone of voice, loudness, enunciation of words, facial expression

Sample Diagnostic Questions

—The counsellor may wish to evaluate the client's general communication skill level in conversation with the counsellor, i.e., client's eye contact with counsellor; the extent to which the client seeks clarification both of the comments of the counsellor and the counsellor's understanding of his/her (the client's) comments; appropriate voice level; choice of words; posture; clear enunciation; et cetera.

—Do you frequently have difficulty in understanding or giving instructions?

—Do people with whom you work generally express difficulty in understanding what you say?

Diagnostic Question(s) You Would Use

Decision-Making Skills

Definition

Decision-making skills refer to the client's ability to deal effectively with an issue in which a choice is to be made. Generally emphasized with the client within the CEC are ***reflective*** decisions in contrast with ***non-reflective*** decisions; and ***sound*** decisions in contrast with ***best*** decisions.

Client Attitudes and Behaviours

Generally Useful	***Generally Not Useful***
—planful	- impulsive
—information seeking	- premature closure
—coping	- defensive

Since much of the task of the assessment counsellor may be seen within a problem-solving paradigm, greater elaboration of some decision-making skills will be provided in this section.

Reflective decisions require more time and effort than non-reflective decisions which may be made more impulsively, routinely or on the basis of unquestioned assumptions or principles. It does not necessarily follow that reflective decisions are better than non-reflective decisions. The reason for emphasis on reflective (thoughtful) decisions is that generally clients have been making decisions non-reflectively that have not satisfied their needs; hence, the need for ***better/sound*** decisions through a more step-wise examination of facts (conclusions), values (judgments) and actions (decisions).

In the listing of alternate solutions, a useful visual aid both for the counsellor and the client who is somewhat resistant to change, is to diagram a forked road (Y) and to ask the client "When you are travelling along this road and meet a fork in the road, how many alternatives do you have?" Usual responses would be "two" (choose either of the forks;) or "three" (choose either of the forks or go back the way you came;). Of course, the fourth alternative present which many clients fail to see as the alternative which they often choose in a decision situation is that of ***choosing not to choose***, of staying still and doing nothing ()!

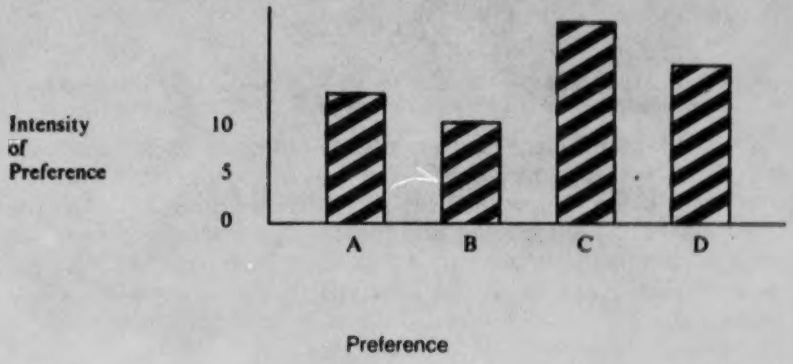
In listing alternatives it is desirable to consider at least two alternatives, but it is important to guard against compounding the client's confusion by presenting more alternatives than can or need be dealt with.

The rejection of the alternative with the least desired consequence may be based on the "lowerarchy" concept which is itself based on the practical postulate that people generally have a better idea of what they don't like than of what they do like. Such a "back door" procedure has proven to be useful not only in reducing the number of alternatives, but also in helping to clarify self-defeating inconsistencies in one's dislikes. An example to illustrate this second point would be as follows: When one is working in job "A", one wishes one were in job "B"; and when in job "B", one wishes one were in job "A" (the- grass-is-always-greener phenomenon). Such thinking is non-productive. Another example would be the statements equivalent to "I dislike "A" more than "B", "B" more than "C" and "C" more than "A" - an entirely inconsistent statement (A less than B less than C less than A!) leading to continual dissatisfaction unless, as may be the case, these client dislikes are of a transitory nature or are of an intransitive nature but are not strongly held. Thus, the importance of clarifying the degrees of intensity, consistency and transitoriness. The above suggests the importance of exploring the client's valuing system.

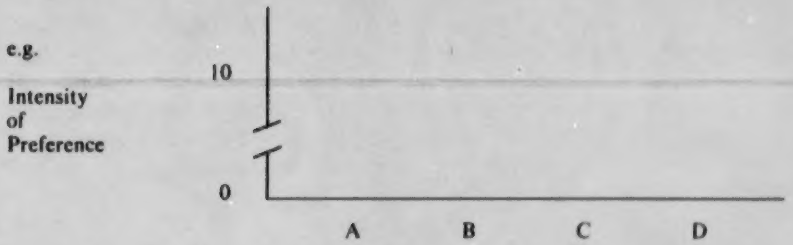
In selecting the most desirable alternative, quantitative and qualitative factors are of immediate concern in the viewing of the consequences of each alternative, the actual preference for the consequence and the intensity of each preference. Having the client rate the intensity of each preference from one to ten is a useful technique. A general rule of thumb would be to attempt to make use of any visual aid that would help to present the choosing-from-alternatives task as specifically and concretely as possible. Some examples are provided in Figures 3.4 to 3.6.

Valuing questions may be used to help to clarify the intensity with which each preference is held.

Figure: 3.4: The Use of Bargraphs to Depict Degree of Intensity in Which Preferences are Held



Note: The counsellor may wish to quickly draw the axis and ordinal of the graph on a piece of paper at the time of discussion and have the client pencil in the intensity of each preference by means of the height of a bar within the graph.


e.g.
10
Intensity of Preference
0
A
B
C
D

OR

The counsellor may wish to have the visual aid already constructed out of cardboard or like material with slits in each bar position from which tabs may be pulled out to any length of the intensity ordinal.

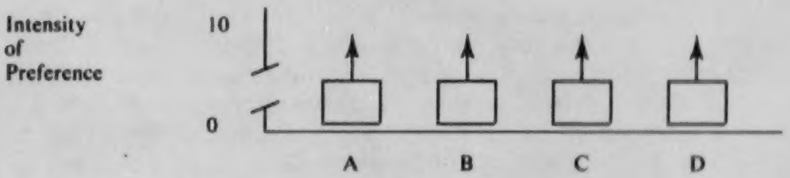
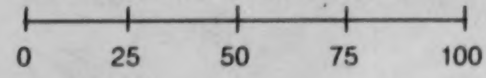

Intensity of Preference
10
0
A
B
C
D

Figure 3.5: The Use of Linegraphs to Depict Degree of Intensity in Which Preferences are Held



Note: The client is directed to check off on the linegraph the degree of intensity of each preference.

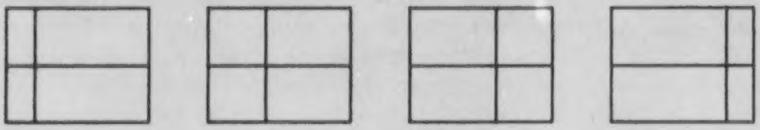
When the client places a high intensity of preference for dealing with a particular employment/employability need on which the counsellor places a low intensity of preference (that is, when the client wants to do one thing and the counsellor wants to focus on another thing), the counsellor immediately is brought into a sub-decision-making cycle as to how (or if) the counsellor- client incongruency is to be resolved in the spirit of the postulates of the assessment interview (i.e. ***mutual*** delineation of needs; client involvement and commitment; counsellor openness, client assumption of responsibility for his/her behaviour; "better" decisions versus best decisions).

The case of counsellor-client disagreement as to objectives allows us to explore further the meaning of the term "***mutual*** delineation of needs" as a component of the assessment counselling interview. A liberal-humanist position is that consistency of thought and action is an end to be sought. That is, the ***process*** of the client going through a decision-making sequence ending in client behaviour based on the decision made automatically makes the behaviour good for the client. The acceptance of such a position tends to result in the client belief that "no one can tell me what I should do" and the counsellor belief that "whatever the client decides, as long as s/he acts on her/his decision, is right for that client". Such beliefs sometimes may be beneficial in promoting client self-respect and in communicating counsellor positive regard for the client, but belie a one-sided understanding of the mutuality required within the assessment counselling interview. The other side of the mutuality coin is that the counsellor has the responsibility (see section entitled "Responsible Caring") to help the client make more sound decisions. In the light of the above two apparent opposites - counsellor responsibility to client and the client's right to choose - it is the counsellor's creative judgment which dictates client movement to effective employment through ***supportiveness*** of the client's choice or through ***confrontation*** of the client's choice. Essentially, the counsellor is in the decision-making dilemma in which the schema outlined in Figure 3.6 would be of aid.

Although the counsellor's behaviour is less predictable at the decision-making stage in which the client is selecting the most desirable alternative from the grouping of alternatives from which least desirable alternatives have been eliminated, the counsellor has a definite ethical responsibility to provide needed input into the previous decision-making steps of listing alternatives and viewing the consequences of each alternative.

The diagramming in Figure 3.6 helps the client to the realization that ***any*** decision to accept or reject ***any*** alternative has the possibility of failure. Thus, the reluctance to risk making a wrong decision because of the possibility of failure is a bogus, self-defeating, paralyzing stance. The real issue to be faced is, "Which mistake/error do I most want to avoid?" That is, although one can make ***better*** decisions by searching out information on the issue at hand, the ***possibility*** of error always exists. The counsellor may wish to depict the above "specific-error-reduction" concept visually by means of moving the vertical Accept/Reject line to the left or right.

e.g.,



Varied use of this decision-making visual aid has been found to be most useful. Apply it to one of your recent problem situations.

Figure 3.6: A Decision-Making Schema

	Decision[1]	
	Accept	Reject
Accept	OK	Error[1]
Reject	Error[2]	OK

[1] Refers to the decision to accept or reject a particular alternative on the basis of the information the client presently has (at all times is limited).

[2] Refers to the perfect, unattainable situation in which *all* factors are known and considered.

Acting upon, or even commitment to act upon, a selected alternative is not always easy. We all can cite examples of situations in our own lives (or, maybe more easily, situations in the lives of people close to us!) in which knowing the right thing to do does not lead automatically to doing the right thing. A commonly cited example to support this point is the fact known to the health-conscious smoker that smoking is hazardous to his/her health. Within any group of employment counsellors there emerges the tragicomic tale of the "returnee client" who returns for the umpteenth placement or returns for the umpteenth time to discuss the same employability barrier of which previous exploration and understanding of what action is needed to alleviate the barrier is sufficient and the only barrier is that of adequate motivation and/or self- defeating, defensive procrastinating inaction.

The importance of the objective of the assessment counselling interview, not only to delineate employment/employability needs but also to elicit ***commitment*** to goals directed at meeting such needs, now becomes obvious. Knowledge of what ought to be done is quite useless if it does not lead to commitment and subsequent action.

A simple strategy found useful in facilitating client commitment is that of deliberately creating a problem in order to force oneself to action. An example, let us stay with the smoking example, will make the "planned problem" strategy more clear. If Jim understands his difficulty in committing himself to stop smoking, he may boast, even set himself up as a braggard to significant others that he can stop smoking with ease. The clearer the boast, the better the "planned problem" of meeting the undesired ridicule following a possible resumption of smoking. Boasting has become a way of committing himself; a way of forcing a crisis should he fail in his boast.

Sample Diagnostic Questions

Assessment of the adequacy of the client's decision-making skills generally centre around judgments of the client's previous decision-making activities. Thus, counsellor questions are directed at eliciting the client's thinking underlying previous choices.

e.g. How did you decide to come to our CEC? How did you choose to become a plumber?

Diagnostic Question(s) You Would Use

Disadvantaged

Definition

Disadvantaged refers to any disability/characteristic/situation, permanent or temporary, which may be an impairment to the client in obtaining and/or maintaining a sought-after job. It is not limited to physical impairement.

It is noted that the more important dimension is the client's ***view*** of a disadvantage/disability that actually hampers employability in a sought-after area as opposed to the actual ***presence*** of a disadvantage/disability per se.

With or without an actual disadvantage/disability, the client may or may not perceive himself/herself as being disadvantaged. The point being emphasized here is the ***client's*** view of the situation in possible contrast to ***other's*** view of the situation.

Client Attitudes and Behaviours

—feels and/or is unable to perform work tasks at the same level as others ***or*** is perceived by others to be less able.

Sample Diagnostic Questions

—Are there some tasks that you are unable or unwilling to do on the job?

i.e. work that is sedentary?. . . light?. . . medium?. . . heavy?...

i.e. climb and/or balance?. . . stoop, kneel, crouch or crawl in cramped spaces?. . . reach, handle or feel objects?. . . see clearly?...

—Do you think that employers refuse you a job because of some real or imagined disability or personal characteristic?

—What health problems, if any, do you have that prevent you from doing — or adversely affect your performance on — specific jobs you would like to have?

Diagnostic Question(s) You Would Use

Emotional Security/Insecurity

Definition

Emotional security refers to the state in which the person feels assured of satisfaction of his/her emotional needs, especially of his/her need to be accepted. The emphasis with CEC clients will be the emotional security arising from the individual's obtaining emotional support, comfort, encouragement, approval and acceptance from family/friends/social group. The less emotionally secure individual tends to receive emotional non-support, non-comfort, discouragement, disapproval and rejection.

Client Attitudes and Behaviours

The individual with a sense of security tends to have:

—feelings of being liked, of being accepted, of being looked upon with warmth

—feelings of belonging, of being at home in the world, of having a place in the work group

—feelings of safety, rare feelings of threat and danger; unanxious

—comfortable feelings that his/her employment decisions will be supported by family and/or friends.

The individual with a lowered sense of security, a sense of insecurity, tends to have:

—feelings of rejection, of being treated coldly and without affection; or of being hated, of being despised.

—feelings of isolation, ostracism, aloneness, or being out of it; feelings of "uniqueness"

—constant feelings of threat and danger; anxiety

—uncomfortable feelings that his/her decisions will not be supported by family, friends, work colleagues or superiors.

Sample Diagnostic Questions (Refer to clients' answers to appropriate questions on registration form)

—Who are the three most important people in your life who could influence your decisions? In what way would they influence your occupational plan?

—Is it hard for you to talk to your parents (. . . friends...) about your difficulties in obtaining/maintaining work?

—Do you feel that you always have some support system of family and/or friends on which to fall back on if you ever need support (other than financial)?

—Have you a close friend in whom you can confide?

—Do you feel there are people who really care about you? Within your family? Outside your family? Your spouse?

- Do you believe that when you are in trouble it is best to keep quiet about it?
- In what ways are your plans for future work hindered by your family?
- Considering your family/social obligations, how much time could you devote to skill development/training?

Diagnostic Question(s) You Would Use

Emotional Stability/Instability

Definition

Emotional stability is a state in which the individual characteristically does not react excessively to possibly anxiety-producing situations.

Individuals with low levels of emotional stability, emotional instability, tend to react ineffectively and with excitement in situations of minor stress. Their relations with other people are fraught with fluctuating emotional attitudes.

Level of emotional stability is an indication of mental health; with low levels being a sign of poor mental health. Notwithstanding the above, the counsellor will note that high levels of emotional stability, coupled with low levels of enthusiasm/vitality, may indicate a sluggish, phlegmatic individual.

Client Attitudes and Behaviours

Emotionally stable individuals tend to be
—relatively free from anxieties and nervous tensions
—well-balanced, even disposition
—realistic about life
—able to remain unruffled, calm in a crisis
—able to tolerate frustration, tension, uncertainty, and ambiguity
—able to relax in a noisy room
—able to disregard distractions on the work site
—absence of nervous mannerisms

Emotionally unstable individuals tend to be
—excessively anxious
—tense
—hypersensitive
—low in frustration tolerance for unsatisfactory work conditions
—nervous, eg. nail biting, foot tapping
—evasive of necessary reality demands
—easily annoyed
—irritated if interrupted when concentrating

Sample Diagnostic Questions

—When quick decisions must be made on the job, do you rely on calm, logical and objective reasoning, or do you become tense and excitable, unable to think clearly?

—Do you have a calm and easygoing manner?

—Are you relatively free from anxieties or tensions?

—Do you find that you can disregard distractions while working?

—Are you able to relax in a noisy room?

—Do your spirits generally stay high, no matter how much trouble you meet?

—Do you tend to become irritated if interrupted when concentrating?

—Do you tend to get tense and anxious when there is much work to be done in a short time?

—Are you easily upset when things go wrong on the job?

—Do you become annoyed when you have to leave a task unfinished?

—Do you become annoyed when you have to finish a task by a certain deadline?

—Do you easily get put off your work by distractions and daydreams?

Diagnostic Question(s) You Would Use

Enthusiasm/Vitality

Definition

Enthusiasm/vitality is a complex, but easily observed, characteristic manifested by lively gestures and movements, and by low threshold for the pleasant emotions.

High levels of enthusiasm/vitality exhibited by the client has the general effect of exaggerating (for good or bad) the appearance of other qualities. If an individual is inclined to be domineering, his/her high enthusiasm/vitality will make his/her domineering more obvious and overt. Low levels of enthusiasm/vitality may intensify low levels of sociability or ascendancy.

Client Attitudes and Behaviours

—energetic

—enthusiastic

—briskness of movement

—tends to keep "on the go"

—finds enjoyment in activity and excitement

—tends to be a tireless and industrious worker

—enjoys a wide variety of activities and interests

—expresses oneself with animation, enthusiasm and gestures

Sample Diagnostic Questions

—Do you prefer being amidst a great deal of excitement and bustle in your work setting, or do you prefer to be in a restful, physically inactive setting?

—Do you often feel too tired to work?

—Do you find that your mind is underactive?

—Would you be considered an industrious and tireless worker?

—Do you avoid physical exertion and strenuous activity?

—Do you like to keep on the move in order not to waste time?

—Do you like to keep busy at work; have plenty to do?

Diagnostic Question(s) You Would Use

Geographic Mobility

Definition

Geographic mobility refers to the individual's willingness and ability to move (or to travel) to another geographic area to obtain a job not available in his/her present area. Although adaptability/flexibility may have a bearing on geographic mobility, there may be many other more concrete factors, eg., financial, family commitments, health, et cetera.

Sample Diagnostic Questions

—Are you willing/able to move in order to get a job? How far?

Diagnostic Question(s) You Would Use

Grooming and Personal Hygiene

Definition

Grooming and personal hygiene refer to the appropriateness of the individual's dress and care of self to the carrying out of the activation required on the job sought. In addition, various employers expect specific standards of grooming and personal hygiene from their employees.

Client Attitudes and Behaviours

—grooming judged to be inappropriate for desired work

Sample Diagnostic Questions

—Have you visited the work site of the job you wish to obtain in order to check the dress and appearance of the workers?

—What are the particular grooming and/or personal hygiene requirements of the job you are seeking?

—Does your grooming and personal hygiene comply with that required by employers in the jobs/occupations that interest you? Factors you may wish to consider are hair, fingernails, clothes, shoes, general cleanliness.

Diagnostic Question(s) You Would Use

Indecisiveness/Decisiveness

Definition

Indecisiveness refers to the quality of a person in which decisions are made with great difficulty and without firmness. In contrast, a decisive individual makes decisions easily, quickly and/or firmly.

Client Attitudes and Behaviours

—possesses low ego strength and low self-esteem

—does not show initiative and firmness

—is not definite

—is not emphatic

For counselling intervention purposes, it is important for the counsellor to distinguish client ***indecisiveness*** from client ***indecision***. Indecision refers to a temporary problem due to limitation of experience or knowledge; clients experiencing indecision are able to make use of relevant occupational information if it is given to them. The client who is experiencing indecisiveness, on the other hand, suffers from a more pervasive problem in that such an individual tends to be unable to use (for example) occupational information in a productive manner.

The critical diagnostic consideration in differentiating indecision and indecisiveness is the assessment of the etiological role of anxiety within the individual. Whereas the individual experiencing indecision may feel anxious because s/he has not made a needed decision, the individual experiencing indecisiveness is hindered from making a needed decision ***because*** s/he is feeling anxious. That is, indecision may ***cause*** anxiety; indecisiveness is ***caused by*** anxiety.

The individual most likely to benefit from decision-making skill development is one who tends to experience indecision regarding vocational/job choice. For the client experiencing indecisiveness, prior work may be needed to alleviate the factors giving rise to the anxiety before decision-making skill development is attempted.

Sample Diagnostic Questions

—Do you sometimes feel pulled in so many different directions that it is almost impossible to make a decision?

—Are you not too sure of many of your own opinions?

—Do you often make a decision and then change your mind?

—Would you prefer to have a job in which you had to make some subtle decisions or a job in which routine answers were required?

—Do you have a lot of trouble making up your mind?

—Do you often flounder in selecting a starting point for problem solution?

Diagnostic Question(s) You Would Use

Interests

Definition

Interests refer to those activities in which the client tends to engage solely for the gratification of engaging therein. The client tends to achieve a sence of worthwhileness in engaging in his/her areas of interest. The definition of interests in the CCDO is the "... tendency to become absorbed in an experience through concern in or attraction for certain types of work activities or experiences with accompanying rejection of contrary types of activities or experiences". Clients frequently are unaware of how their interests may be parlayed into effective employment.

Client Attitudes and Behaviours

People tend to select occupations in which the people involved have similar interests.

Sample Diagnostic Questions (Check COII results, if available)

—What hobbies do you have?

—What type of part-time and volunteer work have you done?

—Would you prefer to do _ or (sample questions similar to those within the COII)?

—Do you prefer to work inside or outside?
. . . to work with people or with things?
. . . routine tasks or non-routine (creative) tasks?...

Diagnostic Question(s) You Would Use

Interpersonal Competence

Definition

The individual exhibiting interpersonal competence has the attitudes and abilities necessary to get along, and to deal effectively, with self and others. Such a person is able to establish and to maintain harmonious relations with others (can be a team worker) and tends to be competent in communicating with others.

Client Attitudes and Behaviours

—"gets along with others" whether on the same or on different levels of the organizational hierarchy

—is able to collaborate with others in getting a job done

—exhibits tolerance and understanding of other people and their human weaknesses

—is not fault-finding or critical of other people and of institutions generally

—skillful in giving and receiving feedback

—is not suspicious of others

—demonstrates tact

—tends not to indulge in self-pity

—tends to exhibit good communication (oral) skills

—exhibits warmth and respect towards others

Sample Diagnostic Questions

The counsellor attempts to ascertain client attitudes towards work colleagues that are facilitative and/or debilitative to attaining, maintaining and progressing in particular jobs. Particularly noted are those attitudes exhibited by the client which alienate others and which are damaging to interpersonal relationships; i.e.

inconsiderate
intolerant
argumentative
uncooperative
mistrust
hostility
prejudice
overly aggressive
overly competitive
overly dependent

—What are your strengths (difficulties) in relating to others?

—Generally, do you view people as basically
. . . trustworthy or untrustworthy?
. . . friendly or unfriendly?
. . . accepting or rejecting?
. . . good or bad?
. . . unselfish or selfish?
. . . loving or rejecting?

—In respect to your boss (foreman, supervisor). . . co-workers... subordinates, do you tend to be overly
. . . strict?
. . . thoughtless?
. . . slow to recognize his/her/their needs?
. . . lacking in care?
. . . impatient?
. . . sarcastic?
. . . argumentative?
. . . unreasonable?
. . . contemptuous of their weaknesses?
. . . quick to show temper?
. . . indifferent?
. . . unfeeling?
. . . insensitive?

—How tolerant (accepting, patient and humane in attitude) are you towards your superiors. . . co-workers. . . subordinates?

—On the whole, do you like the people with whom you work?

—Are you able to put yourself in your boss' (co-workers's. . . subordinate's) position and see things from his/her viewpoint?

—Do you respect your boss. . . co-workers. . . subordinates?

—Are you quick to know when someone needs encouragement or a kind word?

—Are you generally concerned about the welfare of others?

—Would you say that most workers do their work even when they are not being watched by their foremen/supervisors?

—Would you say that most people try to put in an honest day's work for a day's pay?

—Would you agree that people higher up tend to assume their share of the dirty work, not leaving it all for others to do?

—Would you say that most people are out to get more than they are prepared to give?

—Are you skillful in handling other people?

Diagnostic Question(s) You Would Use

Job Search Techniques/Methods/Strategies

Definition

This factor refers to job search skills possessed by the individual. Some specific job search skills include: writing resumes and letters of application; obtaining and accurately filling out application forms; obtaining appropriate referees willing to be contacted by employers and/or obtaining letters of reference; obtaining information on job openings or on potential employers; and adequate preparation for, and performance in, job interviews.

Sample Diagnostic Questions (Refer to answers to appropriate questions on registration form)

—Make a list of the companies and/or employers and the accompanying jobs for which you applied.

  a) How did you present your qualifications for the above jobs?

  b) What other things could you have done to improve your chances of getting hired?

—How well do you know your personal abilities (both in relation to and apart from your work experience)?

—During a job interview, do you attempt to show: how your education/training and experience make you a good choice for the job?. . . in what ways you would be an asset to the employer?. . . that you are reliable and motivated?

—What sources do you use to locate potential employers (e.g. CEC job bank, friends, relatives, neighbours, past employers, people working in your type of job, newspaper want ads, telephone directory)?

—Prior to a job interview, would you: think of learning as much as you could about the job and the employer you were to see?. . . take the time to prepare answers to possible questions that may be asked of you?. . . try to decide what you have to offer the employer?

—What have you done so far in looking for a job?

—If appropriate to the type of job sought:

  a) Do you have a résumé? If not, do you know what should be included in a résumé, e.g. name, address, phone number; job/ occupation/career sought; list of relevant experiences and skills and your desire for the same or different type thereof; education, training; certificate, licences?

  b) Is your résumé neatly written or typed?

  c) Whom may employers contact for references? Would they be able to make reference to your work attitudes/ abilities or give general character references, or both?

d) What difficulty, if any, do you have in writing letters of application?

OR

i) Do your letters of application include a statement on the job or type of job for which you are applying. . . bring out the most important points in your experience in relation to the type of job an employer may offer-?. . . where you may be reached for arranging an appointment?

ii) Would you wish to obtain some practice in filling out sample job application forms?
...Do you keep with you, when you fill out application forms, a list of all the jobs you have done?

Diagnostic Question(s) You Would Use

Language

Definition

The language factor refers to the individual's facility in reading, speaking and/or writing in the language required on the job sought. Apart from facility in English and/or French, basic literacy may be a factor with some clients.

Sample Diagnostic Questions

—What languages do you speak?. . . read?. . . write?

—What are the language requirements of the job you are seeking?

Diagnostic Question(s) You Would Use

Level of Education/Training/Experience

Definition

Level of education refers to the formal education acquired from grade school through to postgraduate studies recognized by the provincial department of education standards. Training and experience refer to the client's job skills. It is important for the client to realize that s/he not entirely negate entrance into a particular occupation because his/her present level of education/training is below that required. Likewise, it is important for the counsellor to help the client ascertain the client's willingness, or lack of willingness to pursue further education/training.

Client Attitudes and Behaviours

—A simple listing by the client may be required of highest grade completed/training obtained, year completed, where completed, and degree/diploma/certificate/licences obtained.

—Review of work experience is desirable.

—Basically to be ascertained by the client/counsellor is whether or not the client meets the requirements for the particular job being sought. However, also pertinent is whether the client wishes to use his/her acquired education/training/experience or to upgrade such experience.

Sample Diagnostic Questions (Refer to answers to appropriate questions on registration form)

—To what unions or professional associations do you belong?

—What type of driver's license do you hold?

—Which of your skills do you most enjoy using?

—What sort of skills do you most hope this job will NOT ask you to use?

—Considering your level of education and training, for what occupations would you best qualify?

—If you don't have the education or training to qualify for the occupation you desire, are you willing to pursue additional education and training?

—Have you, on your own, gathered information as to:

a) subjects emphasized in training for...(specific occupation);
b) necessary amount of study and practical work;
c) length of time it may take you to finish...(specific occupational training)?

Diagnostic Question(s) You Would Use

Locus of Control

Definition

Locus of control refers to the general view one holds as to the amount of control s/he has over what happens to him/her. Locus of control is viewed as a continuum of ***external-control*** to ***internal control***.

Client Attitudes and Behaviours

Internal	External
—holds the general view that what happens to him/her is the result of his/her own efforts	—holds the general view that what happens to him/her is outside his/her control (i.e., is the result of luck, chance, fate, more powerful others)

Sample Diagnostic Questions

- —So you see it to be worthwhile to plan ahead for the type of work you wish to be in two years from now?
- —Do you believe that it is possible for people to change themselves?
- —Do you generally just wait for things to happen to you or do you generally go out and make things happen?
- —Do you have much control over the way you present yourself in a job interview?

Diagnostic Question(s) You Would Use

Management of Finances

Definition

Management of finances refers to the client's ability to make proper use of monies available and to plan for adequate income. Apart from the actual management of the available money, the end result of being able to maintain adequate food, shelter and clothing, it is necessary both to ascertain whether the client has sufficient present or future income and what are the client's financial aspirations.

Client Attitudes and Behaviours

—accurate idea of living expenses

—realistic salary expectations

—able to figure out paycheques, personal banking procedures, budgeting procedures, use of credit, insurance

Sample Diagnostic Questions

—What is the approximate pay in the job/occupation you are seeking?

—Will you earn sufficient money in the job/occupation you are seeking to live in an acceptable manner?

—Would you know how to work out a budget of expenses and income (present or anticipated)?

—Do you have or have you started a budget since your last employment?

Diagnostic Question(s) You Would Use

Pessimistic/Optimistic

Definition

Pessimism refers to the temporary state of lowness of spirits or being dejected and discouraged in feeling-tone and/or manner. Its opposite, "optimism", is characterized by a happy, cheerful and light-hearted attitude or disposition.

CEC counsellors report that many of their clients tend to be locked in their past, i.e., they have difficulty coping today because of the feelings of pessimism brought on from past failures. To combat such pessimism and to foster greater optimism, a separate section on the encouragement process has been included in the ACEC self-study materials. Of course, the whole ACEC, as is all of employment counselling, is an exercise in optimism building through improvement of the client's coping behaviour.

Client Attitudes and Behaviours

—exhibits feelings of apathy, despondency, disillusionment, or dejection

—has depressive preoccupation with life, problems or misfortunes

—shows emotional exhaustion

—may feel "left out of things", unimportant, unappreciated, easily discouraged and disheartened

Sample Diagnostic Questions

—Have you had days or weeks when you couldn't take care of things because you couldn't "get going"?

—Do you tend to feel that your boss does not appreciate what you do?

—Are you easily disheartened by criticism of your work?

—Do you frequently feel discouraged because of lack of progress or accomplishment in your work?

—How can you sabotage your work?

Diagnostic Question(s) You Would Use

Possession of/Accessibility to Clothes/Tools/Equipment Required on Job

Definition

Having, or being able to obtain, the clothes, tools and/or equipment required by the individual for a sought-after job may constitute a barrier to employment.

Client Attitudes and Behaviours

If the client does not possess the required tools et cetera for a sought-after job, s/he may decide to seek other employment ***or*** may initiate planning to meet such requirements.

Sample Diagnostic Questions

—What clothes, tools and/or equipment are required for the job you are seeking?

—Do you have, or can you get, the required clothes? . . . tools?. . . equipment?. . . for the job you are seeking?

Diagnostic Question(s) You Would Use

Realistic/Unrealistic Aspirations

Definition

Realistic aspirations refers to a client having occupational goals that are obtainable, are chosen freely, and are formulated without undue denial or distortion of reality. CEC clients frequently are confused regarding occupational goals and values and experience difficulty in focussing on any one goal; they tend to be unrealistic as to the size of the steps best suited for progress. The counsellor's goal is to help the client effect and direct ***movement*** towards a mutually-defined relevant and realistic goal.

Client Attitudes and Behaviours

—vocational goals are based on a sound valuing system i.e. meet the following criteria:

1) chosen freely
2) chosen from alternatives
3) chosen after considering consequences

—vocational goals have both subjective and objective bases i.e. subjective:

take into account inner feelings and basics without being overly self-centered

i.e. objective:

involve logical appraisal of reality and life situations

—avoid undue time spent in wishful thinking

—do not bend perceptions (deny or distort reality) in directions congruent with wish-fulfillments

—do not exemplify the instant gratification syndrome

Sample Diagnostic Questions

—What are some ***positive*** (. . . negative...) factors about yourself and your situation which would ***help*** (. . . hinder...) you to reach (. . . in reaching...) your goal?

—What dimensions of yourself and your situation have you ***taken*** (. . . not taken...) into account in making your decision?

—Do you tend to reach conclusions only after looking at all sides of a question?

—What salary do you expect in this job?

—Does your present dress/grooming meet the dress/grooming standards of the job you are considering?

Diagnostic Question(s) You Would Use

Responsible/Irresponsible

Definition

Responsible-irresponsible refers to the carrying out, or not carrying out, of one's agreements or of one's duties.

Many CEC clients have experienced difficulty in following through on tasks defined in their work settings and within the counselling process. Responsible behaviour is required on any job, but varies with the degree of direct supervision provided.

Client Attitudes and Behaviours

Responsible:

—is able to stick to any job assigned (persevering)
—is persevering and determined
—dependable
—finishes what s/he starts
—can be relied upon
—concientious
—accountable
—sense of duty
—expends effort on a task to be done in spite of difficulties and/or unpleasantness
—readily assumes obligations and duties
—planful
—manifests "sticktoitiveness"
—is punctual
—a strong superego (as opposed to the more superficial "social ideal self")

Irresponsible:

—unable to stick to tasks that are not of high personal interest
—tends to be flighty
—tends to be unsteady in purpose
—often casual and lacking in effort for group undertakings and cultural demands

Irresponsibility may result from sheer lack of information. More often than not, however, irresponsibility is a path followed by the individual in order to avoid effort or possible failure.

Sample Diagnostic Questions

- —When you seem unable to finish a task as promised, do you push even harder to finish it?. . . or try just a bit harder?. . . or never worry?
- —Are you able to keep a fixed schedule?
- —Do you tend to follow well-developed work habits?
- —Are you a persistent, steady worker?
- —Do you tend to see a job through despite difficulties?
- —Are you thorough in any work undertaken?
- —Are you a person who can be relied upon?
- —Would you be described as a person who:
  - —cannot stick to the same task for long
  - —is quite unreliable
  - —doesn't take responsibilities seriously
  - —lacks a sense of responsibility
- —How many times have you been late for work during the past month?. . . year?. . . job?...

Diagnostic Question(s) You Would Use

Self-Acceptance

Definition

Self-acceptance refers to an attitude towards one's own self and one's personal qualities that finds them of unique worth. The client who is accepting of him/herself has an objective and unemotional recognition of his/her own abilities and limitations, virtues and faults, without ***undue*** sense of pride, guilt or self-blame; important qualities within the exploratory phase of the assessment interview as well as on the job. Self-acceptance, rather than leading to passivity, generally leads to constructive efforts. Self-acceptance is frequently related to self-sufficiency, emotional stability and self-confidence.

Client Attitudes and Behaviours

—tends to recognize, accept, think about and openly discuss personal strengths

—tends to be less dependent upon others for approval of self or of one's actions

—tends to have the courage to be imperfect

Sample Diagnostic Questions

—Are you able to talk about your mistakes?

—Do you tend to put more weight upon what ***others*** think of your behaviour than what ***you*** think of your behaviour?

Diagnostic Question(s) You Would Use

Self-Awareness

Definition

Self-awareness refers to the knowledge that the client has of his/her own traits and qualities. It may be viewed as the insight, the understanding, that the client has of his/her own behaviour, motives and resources.

Client Attitudes and Behaviours

Many people simply assume that others (and, indeed, themselves) know themselves. Counselling experience highlights the naive error of such an assumption. However, the CEC counsellor must constantly have the client check his/her statements about self by referring to specific and concrete examples.

The critical issue for the individual, with or without the CEC counsellor's help, is to be able to apply knowledge about self (needs, abilities, experience and values) to career opportunities. Thus, the need for the counsellor to arrive at some preliminary diagnosis of the client's level of self-awareness.

Sample Diagnostic Questions

Through observations, the counsellor attempts to ascertain the extent to which the client demonstrates sufficient openness to self and to experience. For example, in response to the client's relating of an experience (at work or elsewhere) the counsellor may inquire:

—What did you learn. . . notice. . . about yourself through that experience?

—As a result of your job hunting experiences, what have you learned about yourself?

—For what occupation(s) are you best qualified? If you don't know what occupation(s) you are best suited for, what could you do in order for you to become more knowledgeable?

—How do you obtain information about yourself?

—What are your interests?. . . strengths?. . . weaknesses?. . . work preferences?. . .

—What did you like/dislike in your previous work?

—Your record shows that you have never been employed; why is this so?

—What has your unemployment/employment revealed to you about yourself?

Diagnostic Question(s) You Would Use

Self-Disciplined/Impulsive

Definition

Self-disciplined (self-controlled) refers to the characteristic of persevering; of being methodical and controlled. It is a necessary requisite for the previously discussed "responsible" behaviour. Individuals with low levels of self-discipline tend to be impulsive (i.e., make hasty decisions; display inability to break bad habits; vacillate; tend to take chances; are easily tempted).

Within the assessment interview, exploration is hampered when the client is unable to endure some lack of immediate closure and the accompanying feelings of uncertainty. Likewise, impulsive behaviour on the job frequently leads to mistakes and reduced productivity.

Client Attitudes and Behaviours

—keeps at a job until it is finished
—completes any job undertaken
—works at a single job before taking on others
—avoids being interrupted while at work
—puts in long hours of work without distraction
—organized and planful
—has endurance and perseverance
—inclined to set goals and make plans well in advance
—orderly (keeps everything in place)
—tends to budget (time, money...)
—avoids frequent shifts of interest and goals
—has good self-control
—able to tolerate frustration, uncertainty, and ambiguity within the assessment interview

Sample Diagnostic Questions

—No matter how difficult and unpleasant the obstacles, do you tend to stick to any job you begin?
—Do you tend to work hard at any job you undertake?
—Do you frequently choose to work late in order to get a job done?
—Do you prefer to complete a job or task before taking on others?
—Once you start an assignment, do you tend to feel uncomfortable leaving it before it is finished?

—Do you like to put in long hours of work without being disturbed?

—Have you made many unrealistic plans for the future, which later had to be abandoned?

—Would you describe yourself as a well-organized person who likes to do everything according to schedule?

—Are you more a person who "looks before he leaps" or a person who "acts now, thinks later"?

—Do you tend to find it difficult to follow a definite plan?

—Do you enjoy taking chances?

—Imagine that you have tried out for an athletic team and have gained a regular position. After a few games, the coach decides to replace you with a player from the "B" team.

a) What would you do and why?
b) How would you feel?

Diagnostic Question(s) You Would Use

Self-Sufficiency/Emotional Dependency

Definition

Self-sufficiency refers to the characteristics of resourcefulness and preference to make one's own decisions. Low levels of self-sufficiency (i.e., emotional dependency) tend to be reflected in habitual reliance of the client upon others for support and guidance. Although some occupations (eg., travelling salesperson) require greater self-sufficiency on the part of the worker than other jobs (eg., filing clerk), and although self-sufficiency is generally desired over emotional dependency, knowledge of the particular job setting and the determination of level of self-sufficiency expected is an important consideration in job placement.

Client Attitudes and Behaviours

Self-Sufficiency:

—accustomed to going his/her own way

—makes decisions and takes action on his/her own

—does not dislike people but simply does not need their agreement or support

Emotionally-Dependent:

—group-dependent

—prefers to work and make decisions with other people

—likes and depends on social approval and admiration

—not necessarily gregarious by choice but rather needs group support

—tends to go along with the group and may be lacking in individual resolution

—follows instructions and does what is expected

—accepts the leadership of others; reliance on authority

—allows others to make decisions

—tends to accept the evaluations of others instead of exploring him/ herself

Sample Diagnostic Questions

—Would you rather be told to do things or find out for yourself?

—Do you tend to solve a problem better by studying it alone, or by discussing it with others?

—Do you tend to rely on others when there are important decisions to be made?

—Do you find it easy to give way to the wishes of others?

—Do you like to be able to come and go on the job as you wish?

—Do you tend to avoid getting yourself into work situations in which you are expected to do things in a prearranged way?

—Do you prefer to decide things on your own, or do you prefer to decide things with others?

—Do you tend to avoid responsibilities and obligations?

—Do you need encouragement and approval in order to work effectively?

—Do you tend to make important decisions without help?

—Do you tend to avoid doing things that people you respect might consider improper or unconventional?

—When planning something, do you like to get suggestions from other people whose opinions you respect?

—Do you prefer to let others whom you respect take the lead in group activity?

Diagnostic Question(s) You Would Use

Sociability

Definition

Sociability refers to the inclination of the individual to seek the company of others and to be friendly and agreeable towards them. Any list of jobs could be placed on a continuum based on the degree of sociability desired. Personal level of sociability is an important consideration for clients who are investigating possible employment within jobs requiring extremes of social participation.

Client Attitudes and Behaviours

—likes to be with, and work with, people

—is gregarious

—readily establishes rapport

—is at ease with others

—does not restrict, or tend to avoid, social contacts

—is not withdrawn, reserved, hard to get to know

Sample Diagnostic Questions

—Is "people-contact" an important consideration for you in seeking a job?

—Are you inclined to be highly sociable?

—Do you prefer to pass the time in the company of others (yes), or by yourself (no)?

—Do you frequently have the feeling of being detached and alone when you are in a group of people?

—Could you be described accurately as a person who

a) does not like to converse with strangers?

b) is not interested in being with other people?

c) lacks interest in joining group activities?

—Do your friends probably think that it is hard to get to know you really well?

—Do people find you generally to be warm and sociable, *or*, aloof and stiff?

—Do you enjoy getting into conversation, and rarely let a chance go by to speak to a stranger?

Diagnostic Question(s) You Would Use

Transportation

Definition

Transportation refers to the client's accessibility to the work site and, if necessary, ownership or use of a vehicle on the job.

Client Attitudes and Behaviours

If the client does not have the required transportation he/she may decide to seek other employment, ***or*** seek to overcome the transportation problem through a residential move, purchase of a vehicle, et cetera.

Sample Diagnostic Questions

—How will you get to work?

—Do you have a vehicle (car, truck, et cetera) that you can use to reach work?

—Is public transportation (bus, et cetera) available to you to get to and from work?

—Do you own a car/truck?

—Can you obtain a car/truck in some way, eg. bank loan?

Diagnostic Question(s) You Would Use

Work Motivation

Definition

Work motivation refers to the attractiveness that an individual attaches to work at a specific job or to work in general. In essence, it may be defined as how badly a person wants a particular job. It may be useful for you to think of the client's work motivation under three related components.

1. The extent to which the client sees the outcome of a particular type of work to be related to his/her personal needs.
2. The extent to which the client believes that s/he is able to perform the work tasks adequately.
3. The extent to which the client believes that his/her adequate performance in the work tasks will result in the expected outcome.

It is here that realistic aspirations and realistic judgements of personal needs and competencies be obtained by the client.

In order to explore possible responses beyond the probable initial reply concerning financial reward, you may wish to encourage the client to elaborate on the basic question, "Why do you wish to work?". Although some people view work as simply something a person "puts up with" in order to make sufficient money to do what a person "really wants to do" outside of work hours, clients are not always aware of the many other possible motivations for work.

Some examples of possible personal needs to be met through work are listed below.

a) Esteem: to obtain high reward from significant others.
b) Fame: to obtain wide recognition.
c) Independence: to be able to live one's life in one's own way.
d) Interesting Experiences: to enable one to avoid boredom.
e) Leadership: to be able to influence/guide others.
f) Power: to enable one to control others: ascendancy.
g) Profit: to obtain more than adequate compensation for services rendered.
h) Security: to be able to meet one's material and psychological needs.
i) Self-Expression: to enable one to reach one's potential; to enable one to self-actualize.
j) Social Service: to enable one to provide service to and to enhance the welfare of others.

You may wish to consider your own personal needs to be met through work by ranking the above dimensions as they apply to you.

After completing the ranking, complete the statement:

"I notice that I . . . "

A client who has explored and has reached some understanding of his/her motivation(s) for work is likely to make more appropriate vocational/job decisions than a client who has not explored and reached such understanding.

Sample Diagnostic Questions

—Do you like the work you have previously done?

—Did you like the people with whom you worked?

—Did you have enough opportunity for getting ahead (for promotion)?

—Are you living more comfortably now than you did two years ago?

—What are the minimum earnings you would accept?

—Do you enjoy completing tasks requiring skill and effort?

—Do you feel hopeful for your future?

—Does your present work satisfy you? (If not, in what ways are you dissatisfied)?

—Do you try to do your work better than others?

—What hours are you willing to work?

—What type of work are you able to do?

Diagnostic Question(s) You Would Use

Practice Exercises

Activity Fourteen

Interview two workers in several different occupations in order to determine what is involved in each occupation in respect to the dimensions of:

1. motivational/attitudinal
2. emotional
3. informational
4. socio-economic
5. physical
6. educational/skills
7. miscellaneous

Activity Fifteen

Follow the same procedure as in Activity Fourteen, but interview employers rather than workers.

Activity Sixteen

Briefly describe the presenting behaviour of three CEC employee- clients you have seen whom you would define as being non-job-ready.

Client 1: ______________________________

Client 2 ______________________________

Client 3 ______________________________

Activity Seventeen

B. For each client described in Exercise Sixteen, on the following pages provide:

a) three relevant sample diagnostic questions;

b) what you would predict to be the client's probable reply to each diagnostic question posed;

c) the employment/employability barriers and/or strengths you perceive client to possess (place an asterisk beside the barrier or strength most in need of being worked on);

d) state plausible counselling goal(s) for the client.

Client 1

a) Counsellor's Sample Diagnostic Questions:

(i)

(ii)

(iii)

b) Client's Probable Reply:

(i)

(ii)

(iii)

c) Client's Employment/Employability Strengths and/or Barriers:

d) Plausible Counselling Goal(s)

Client 2

a) Counsellor's Sample Diagnostic Questions:

(i)

(ii)

(iii)

b) Client's Probable Reply:

(i)

(ii)

(iii)

c) Client's Employment/Employability Strengths and/or Barriers

d) Plausible Counselling Goal(s)

Client 3

a) Counsellor's Sample Diagnostic Questions:

(i)

(ii)

(iii)

b) Client's Probable Reply:

(i)

(ii)

(iii)

c) Client's Employment/Employability Strengths and/or Barriers

d) Plausible Counselling Goal(s)

Discuss your above formulations with a colleague.

Self-Evaluation: Strengths and Barriers to Employment

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Self-Evaluation

3.15 Distinguish between the following pairs of terms:

a) Assertiveness / Aggressiveness:

b) Indecision / Indecisive:

c) Internal / external locus of control:

3.16 Match the description of client behaviour provided below with the client strength or barrier listed.

Client Strength or Barrier

A. Adaptability/Flexibility
B. Aggressiveness
C. Disadvantaged
D. Geographic Mobility
E. Indecisiveness
F. Interpersonal Competence
G. Job Search Techniques/Methods/Strategies
H. Locus of Control
I. Management of Finances
J. Work Motivation

Client Behaviour

( ) 1. Elaine's anxiousness, rather than arising from her inability to make up her mind, keeps her from making up her mind.

( ) 2. Money and prestige is what attracts James to the job market.

( ) 3. Liane lacks in ability to get along with others.

( ) 4. Faye is unable to make changes in her attitude or behaviour when such changes are warranted.

( ) 5. Jim holds the general view that what happens to him is the result of luck as opposed to his own efforts.

( ) 6. Maria is unable to keep track of the money she earns and spends to the extent that, although her income is high enough, she is unable to maintain adequate food, shelter and clothing.

( ) 7. Lucille is unwilling to move from Regina to Winnipeg in order to be re-hired in the occupation of her choice.

( ) 8. Dan's constant bickering and fighting with his work colleagues is keeping him from the promotion he wants.

Refer to ACEC Cassette #1, Side B, for sampling of counsellor-client dialogue involved in ACEC Task #6

The examination of the first six ACEC tasks now is complete. To ensure that you are able to recall the essence of each task, write a brief, one-sentence description of each of the first six ACEC tasks.

1.

2.

3.

4.

5.

6.

One aid in clarifying the content and feeling components of the client's employment-related constraint statement and employment/employability strenghts and behaviours is that of focus upon the client's values or assumptions underlying the constraint statement. This process involves the sequential

a) identifying and statement of the underlying value or assumption;

b) the judging of the value, or examples as being constructive or self-defeating, and

c) the reformulations (if judged to be necessary) of, and commitment to a more productive value or assumption.

Such identification and judgement comprise the first two steps of the next ACEC task.

Suggested Readings

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Appendix 3.A

Sample Responses to Practice Exercises

Check your responses to the practice exercises with the text of Chapter Three and with your support-person. Sample responses also are provided on ACEC Cassette #2.

Appendix 3.B

Suggested Answers to Self-Evaluation Questions

Suggested Answers to Self-Evaluation Questions: Chapter Three

3.1 Contrast the ***belief*** (general expectancy) generally held by internally- controlled individuals from those beliefs generally held by externally-controlled individuals.

Individuals who are prone to perceive outcomes across varying situations as being attributable to forces outside of themselves (i.e., luck, chance, fate, supernatural powers, more powerful others, the complexity of the world, the unpredictability of people and/or the world), are viewed as being ***externally-controlled***. Individuals who are more likely to believe that what happens to them in a particular situation depends upon their own efforts (i.e., they have control of their own destiny; they are the effective agents in determining the occurrence of reinforcements relative to their behaviour, they perceive positive and/or negative events as being consequences of their own actions), are viewed as being ***internally controlled***. (Word-for-word definitions are not required)

3.2 Select those ***behaviours*** which are more characteric of internally- controlled individuals than of externally-controlled individuals.

(a) (#) c (e)
(b) (#) d

3.3 List two purposes of questioning within the ACEC.

1. To elicit client responses; and
2. To improve the clarity and quality of client responses.

3.4 Distinguish an "opened question" from a "closed question". An "open question" allows for more open expression by the client; whereas, a "closed question", requiring a short answer, tends to limit client expression.

3.5 Describe what is meant by the term "feedback" as it relates to employment counselling.
Feedback is the sharing of our observations, responses or reactions to another person's behaviour with the objective of providing the other person with useful information for possbile increased relevant self-understanding and effective action. It is the process by which both an individual learns how s/he appears to others and provides his/her response to others. (Word-for-word descriptions are not required)

3.6 Indicate three possible reasons why individuals may hesitate to provide feedback to another person.

1. selective listening;
2. client readiness;

3. usefulness;

4. upset client; and

5. reluctance to communicate immediacy self-disclosure or confrontation.

3.7 (F) a
(F) b
(H) c
(F) d
(F) e
(H) f
(H) g
(H) h
(H) i
(H) j

3.8 Reword the variables in Question #3.7 which you marked as hindering feedback, into a more fostering of feedback.

c. be descriptive rather then evaluative
f. be specific rather than general
g. focus on recent happenings
h. be tentative
i. share something of yourself
j. do not demand change

3.9 Define the term employment counsellor "confrontion". Employment counsellor confrontation is the effective provision of feedback to the client regarding an inconsistency between or within the client's thinking and/or behaviour which is interfering with the client's movement toward a desired goal.

3.10 Describe the usefulness of confrontation in helping relationships. Confrontation is useful when the knowledge, belief and/or behaviour of an individual run counter to achieving a desired goal.

3.11 Provide examples of five areas of client functioning in which confrontation is an effective assessment counsellor response. (Check your examples with your support-person - the examples provided below are merely suggestive).

a) Discrepancies
"You say you would like to get a job yet you seem reluctant to define a contingency statement."

b) Distortions
"Could it be that you really ***are*** as skillful in dealing with people as your friend says?"

c) Games, tricks, smoke screens
"Are you saying that you can't do the job of answering the telephones or is your saying that you can't simply your way of keeping your boss from getting you to do that job?"

d) Evasions
"Is it your foremen's abruptness or is it your fear of failure that is keeping you from getting to work on time?"

e) Emotional Beliefs
"Are you saying that it is ***absolutely*** necessary for your boss to smile at you every day?"

3.12 Provide examples for each of the six following responses of clients to confrontation.

a) Discrediting the confronter:
"What do you know about being on pogey?"

b) Persuading the confronting counsellor to change his/her views:
"I may come late for my appointment here but I really am a prompt person!"

c) Devaluating the importance of the topic being discussed: "I want a ***job***! I don't want to sit around here ***talking*** about a job!"

d) Seeking support for his/her views elswhere:
"Being on time for work is not all that important. You're making it into a bigger issue than it actually is! I'd like to see that counsellor over there who got my friend a job."

e) Feigning helplessness:
"I just ***can't*** answer phones without getting tongue-tied."

f) Superficial compliance:
"Yes. I ***think*** I could make that appointment."

3.13 Select the most appropriate confronting response from among the following counsellor responses.

a) Situation: The client is fearful of change but provides the counsellor with an abundance of obviously false risk-taking events in his/her life.

( ) Quit hiding behind those false stories, I know you're scared.

(#) Could it be that your stories of adventure and risk are being used as a smoke-screen to keep me from becoming aware of your reluctance to change?

( ) You seem to lead a very exciting life.

( ) I get pretty scared when I put myself in your shoes!

3.14 Write an appropriate confronting response to the situation provided below.

a) Situation: The client sees herself as lacking job skills, but actually has many high level skills. Confronting response: You say that don't have job skills, yet your past experiences indicate that you have many worthwhile job skills (e.g., able to budget, to communicate your ideas, to plan a task and organize people in attaining the task).

3.15 Distinguish between the following pairs of terms:

a) Assertiveness/Aggresiveness:
Assertiveness refers to ***destructively*** forceful (self-engrandizing) behaviour, whereas aggressiveness refers to ***constructively*** forceful (self-protective) behaviour.

b) Indecision/Indecisive:
Indecision refers to the inability of an individual to make a decision which may result in anxiety. Indecisive, on the other hand, refers to the inability of an individual to make a decision ***because*** s/he is overly anxious.

c) Internal/external locus of control:
Internal locus of control refers to the generalized expectancy held by an individual that what happens to him/her is the result of his/her own efforts. External locus of control refers to the contrary generalized expectancy of an individual that what happens to him/her is the result of things outside of his/her control e.g. luck, chance, fate, more powerful others.

3.16 (E) 1
(J) 2
(F) 3
(A) 4
(H) 5
(I) 6
(D) 7
(B) 8

User's Evaluation of Chapter Three

300

USER'S EVALUATION OF CHAPTER THREE

DATE

USER'S POSITION TITLE

USER'S REGION

1. Indicate your evaluation of Chapter One on the following characteristics.

Rating / characteristics	Excellent	Good	Average	Below Average	Poor	No Opinion (N/O)	Not Applicable (N/A)
a) Relevance of the material to your work							
b) Coverage of the content							
c) Writing style							
d) Readability							
e) Visual appearance							

	Yes	No	N/O	N/A
2. a) Is the vocabulary appropriate for you? (If no, please specify on an additional sheet vocabulary which is inappropriate.)				
b) Do you view the objectives for Chapter Three to be important for your work? (If no, which objectives are not seen to be important? Please specify on an additional sheet.)				
3. a) Were you able to find someone with whom to talk over the content of Chapter Three?				
b) If you answered "Yes" to Question 3(a), was the contact important to your learning?				

USER'S EVALUATION OF CHAPTER THREE (cont'd)

4. "It would be helpful to me if Chapter Three contained more, the same, or less . . .".

Dimension \ Rating	More	The Same	Less	No Opinion (N/O)	Not Applicable (N/A)
a) Practice Exercises					
b) Charts					
c) Figures					
d) Examples					
e) Suggested Readings					
f) Self-Evaluation Questions					
g) Variety					
h) Other (please specify)					

	Yes	No	N/O	N/A
5. a) In studying the material in Chapter Three, did you learn something new?				
b) Were you reinforced in something you already knew?				

USER'S EVALUATION OF CHAPTER THREE

6. What in the material of Chapter Three did you find ***most*** valuable?
Explain why.

7. What in the material of Chapter Three did you find ***least*** valuable?
Explain why.

8. Individual performance often is rated as "excellent", "satisfactory", "poor" and "totally inadequate". Suppose this material were graded in the same way. Circle the rating you would give this material.
ExcellentSatisfactory Poor Totally Inadequate

9. Additional comments.

Please forward completed
User's Evaluation form to:

Director
Employment Counselling Division
Occupational and Career Analysis
and Development Branch
CEIC
Ottawa

Attention: ACEC Co-ordinator

THE ASSESSMENT COMPONENT OF EMPLOYMENT COUNSELLING

CHAPTER FOUR

ACEC TASKS #7-10

> . . . it is so hard to find the middle
> course between systematization due to
> preconceived ideas, and incoherence
> due to the absence of any directing
> hypothesis.
> (J. Piajet)

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Learning Objectives

Upon completion of Chapter Four and without reference to the text, you will be able to:

- 4.1 Describe the ACEC Tasks #7-10;
- 4.2 Distinguish client coping behaviour from client defensive behaviour as to the role of conflict and anxiety;
- 4.3 Recognize the three general dimensions of the valuing process;
- 4.4 Recognize the seven more detailed steps of the valuing process;
- 4.5 Translate irrational, non-productive beliefs into more rational beliefs;
- 4.6 ***Explain*** what encouragement is.
- 4.7 ***Describe*** and give ***examples*** of ten encouraging counsellor attitudes/behaviours.
- 4.8 Match description to counsellor relationship skills.
- 4.9 Given examples of counsellor or client statements that are discouraging
    - a) identify the encouragement principle(s) that has (have) been violated; and
    - b) revise the statement in order to make it more encouraging.
- 4.10 Distinguish a contingency statement from a constraint
- 4.11 Formulate contingency statements from given client constraint statements.
- 4.12 Formulate employment counselling goal statements from given client contingency statements.

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Introduction

Included in Chapter Four is a detailed description and analysis of the ACEC Tasks #7-10. These tasks deal with a continued clarification of the client's employment constraint through an examination of the underlying assumptions or values of the contraint. The employment constraint is then converted into a more action-oriented and self-owned statement of contingency which, then, is further clarified and restated as a counselling goal or action plan. Within these latter tasks, an active stance is required of the counsellor to ensure that the counselling goal or action plan arrived at is realistic, well considered and achievable. Your mastery of these tasks allows you to complete the ACEC in an efficient, effective and humane fashion.

Each of the ACEC Tasks Seven through Ten is presented within a separate section.

SECTION A

ACEC Task #7: Clarification of Constraint Statement (Underlying Value or Assumption

ACEC Task #7: Assist client in identifying and clarifying the underlying value or assumption within his/her constraint statement

One aid in the further clarifying of the content and feeling components of the client's employment-related constraint statement is that of focus upon the client's value or assumptions underlying the constraint statement. This process involves the sequential a) identifying and statement of the underlying value or assumption, b) judging of the value as being constructive or self-defeating, and c) reformulating (if judged to be necessary) of, and commitment to, a more productive value or assumption. All three sequential steps are discussed in this section.

ACEC Task #7a: Assisting client in identifying and in stating the underlying value or assumption within the constraint statement

Part of the process of active listening to the client's constraint statement is not only to focus on what the client ***says*** but also to focus on the possible values or assumptions underlying his/her statements. The separation of this task within the ACEC places emphasis upon this latter component of active listening. This assistance to the client in going beyond what simply was verbalized to a statement of possibly unverbalized aspects of the constraints experienced by the client further opens the door to clearer understanding of the client's employment concern and constraint(s).

Although underlying values and assumptions are foundations upon which one bases one's view of oneself in the world of work, and, thus, provide much insight into one's behaviour, the identification and examination of such values and assumptions by clients tends not to be that common.

The clarification of underlying values and assumptions is no panacea but it does enable the client to move to the formulation of more concrete, more action-oriented, and more internally-oriented consideration of alternatives for change offered through movement to contingency statement formulation.

Going beyond the obvious opens your role to the greater input of your views of the client and his/her concern. Demands are made at this stage for counsellor feedback and confrontation in addition to the previously noted communication and relationship skills.

You will find that your familiarity with typical strengths and barriers of clients making use of CEC services (discussed in detail in Chapter Three) also is helpful knowledge in increased understanding of likely/possible values or assumptions held by the client. For example, knowing that clients exhibit differing motivations for work is a guide to you in exploring the motivational factors present with a particular client. Likewise, your understanding of additional human dynamics is an important competency in effectively completing this task, e.g., understanding of one's own belief concerning the basic nature of people may guard you against assuming that everyone thinks the same or holds the same assumptions. Another example would be your understanding of the human dynamics involved in the client's possible belief that what happens to him/her regarding possible increase in employability is outside his/her own efforts, i.e., is the result of luck, chance, fate or more powerful others. As another example, a working knowledge of common irrational beliefs held by people experiencing adjustment difficulties provides you with a check-list manner of isolating possible underlying value(s)/assumption(s) held by the client regarding a specific constraint statement.

Albert Ellis has compiled a list of the mistaken ideas (irrational beliefs) he has found most commonly involved in self-defeating behaviour. Some mistaken beliefs are as follows:

1. That it is necessary to be loved and approved by everyone.
2. That one should be thoroughly competent and adequate.
3. That certain people are bad and should be punished.
4. That it is horrible or catastrophic when things are not as one would like them to be.
5. That unhappiness (happiness) is externally caused.
6. That if a thing is dangerous one must be terribly concerned about it.
7. That it is easier to avoid than to face life's responsibilities.
8. That one should be dependent and rely on someone stronger.
9. That the past is all-important.
10. That one should get upset over other's problems.
11. That it is exceptionally difficult to find the solution to human problems, and catastrophic if one does not.
12. That human happiness can be achieved by inertia and inaction.

The above-noted irrational beliefs may be categorized into three basic areas:

1. beliefs about ***oneself***, e.g., I must be outstanding;
2. beliefs about ***others***, e.g., if people don't do what I want, they are no good; and
3. beliefs about ***life***, e.g., if things are not easy or do not go my way, life is no good.

Which of the listed irrational beliefs do you recognize as being most frequently used by CEC clients you have encountered?

You may wish to consider additional irrational beliefs that some of your CEC clients have exhibited. List three such additional irrational beliefs exhibited by some of your clients.

____

____

____

____

Also important in identifying underlying values or assumptions, as well as employment concerns and other constraints, is an understanding of adult development and learning.

Adult development and learning is gaining much more prominence in the literature today as the demographics of Canada and, indeed, the demographics over all countries in the world, move to increased proportions of adult members. It has always been of importance to the CEIC employment counsellor who deals on a daily basis with adults who are hampered in their personal and vocational development.

The objectives of the CEIC as applied to worker-clients centre on assisting these individuals to develop their potential and contribute to our Canadian society. In line with these objectives, the CEC employment counsellor endeavors to model and to elicit in clients such values as knowledge of self and the labour market, clear thinking, sound judgment, integrity, responsibility, optimism, confidence, humanitarian concern and the value of the individual person. A problem which often exists in the CEC, however, is rather than those values being communicated, there is distance and mistrust between counsellor and client. Many worker-clients go through the motions in order to "beat the system"; employment counsellors often feel pressured to spend more time in record keeping activities then in dealing directly with clients.

The sampling of developmental and learning principles provided in this section are meant to alert you to the usefulness of knowledge of adult development and learning in assisting the client in clarifying his/her employment concern and counselling-derived goal or action plan; and in doing so, help you to provide meaningful relationships with clients.

A fundamental position of adult development theory is that there is a "natural" tendency for people to change during their adult years. These changes include physical, intellectual, emotional and ethical aspects of the person. Such a position provides the counsellor and client with a basic optimism that things do not have to, indeed seldom do, remain the same.

With the above position of change in mind, the adult may be seen as progressing through various life stages. At each stage, the individual faces a particular type of crisis - a particular kind of challenge to overcome - of social adaptation that must be faced and must be resolved. Each crisis may be seen as a turning point followed either by increasing health and maturity or by increasing weakness. In passing from stage to stage the individual comes in contact with an ever-widening range of other people. How well the individual deals with each stage determines how adequate the individual will become; for each crisis resolved serves as a base from which to deal with succeeding crises. Indeed, the content and resolution of each crisis stage results in a particular attitude about oneself, one's world and one's relationship to one's world.

Such crises (developmental tasks) and their outcomes resulting from either competent or incompetent coping, may include the following examples.

Example 1

Crisis: Industry *vs.* Inferiority.
Optimum Outcome: Competent; eager to invest self.
Failure Outcome: Incompetent; afraid to venture forth; unwilling to try.

Example 2

Crisis: Ego Identity *vs.* Role Confusion.
Optimum Outcome: Confidence that the inner-self, developed through past experiences, is congruent with the self as manifested in present and future goals, particularly in terms of career; stable; reliable.
Failure Outcome: Fragmented; overly dependent.

Example 3

Crisis: Intimacy *vs.* Isolation
Optimum Outcome: Commitment; sharing; closeness and love; accountable; respectful.
Failure Outcome: Alienated; either making no demands at all or having to possess totally.

Example 4

Crisis: Generativity *vs.* Self-absorption and Stagnation.
Optimum Outcome: Production and concern with the world and future generations; encouraging; supportive; willing to try new things.
Failure Outcome: Rigid; resistant to change.

Example 5

Crisis: Integrity *vs.* Despair.
Optimum Outcome: Perspective; satisfaction with one's past life; wisdom; involved optimistic.
Failure Outcome: Having little for which to strive or enjoy; pessimistic; unwilling to acknowledge and accept reality or limits.

Regardless if one has chronologically or developmentally passed through and mastered any one of the above-noted crises, one still encounters feelings associated with both sides (e.g., optimism and failure) of the outcome of each crisis. The counsellor who is aware of such probable stage development through various developmental tasks is able to paraphrase, provide feedback, probe and confront in an effort to help identify tasks which have been resolved and tasks which have not been resolved. For example, is the client able to commit him/herself?...Is the client able to develop meaningful relationships?...Does the client have concern for future generations, or is the client overly-absorbed in self? An indication of an unresolved crisis provides direction for focus, and possible understanding in constraint statement clarification and counselling goal formulation.

The stage of most probable consequence to you as an assessment counsellor is that of development of ego identity. Successful negotiation of the ego identity crisis results in vocational commitments; whereas unsuccessful crisis resolution of this stage results in an uncertainty about oneself and one's place in society, which frequently adversely affects vocational choice and commitment.

In determining the client's ego identity development, you could focus on two basic questions:

1. Is there a presence or absence in the client of a crisis period of struggle and/or indecision; and
2. Is there a presence or absence in the client of commitment to an occupation?

These questions are important in viewing the assumptions underlying a client's constraint statement. Indeed, the answers to the above two questions allow you to determine which one of the following four positions the client may be in:

1. Presence of both crisis and commitment.
2. Presence of crisis but not commitment.
3. Presence of commitment but not crisis.
4. Absence of crisis and commitment.

Each position represents a differing orientation of the client and demand for a differing response from the counsellor. For example, clients with present concern tend to be more motivated in the involvement of themselves in the employment counselling process than client's without such concern. Likewise, commitment to an occupation helps one to more readily work through the barriers to attaining actual work in the occupation. Once again, in the valuing process discussed previously, we distinguished values from assumptions. We stated that values tend to be based on more conscious decisions (choosing, prizing, acting) whereas assumptions tend to be based on more unconscious factors. The presence of crisis tends to force the individual to make more conscious, rational, decisions.

It would be unfair to say that actions based on rational decisions are always superior to actions based on unchecked assumptions. However, from experience with non-job-ready worker-clients, we know that commitment based on thought-out concerns tends to be helpful in the counselling process; more helpful than the blind commitment based on habit, for example.

The point being made is that various counsellor responses to the client can be gained from your understanding of adult development and learning. Such understanding can be achieved through your reading of the more recent enthusiastically-written material on adult development in both the popular press and in professional journals. In the popular press, you may find Gail Sheehy's book, ***Passages: Predictable Crises of Adult Life***, worthwhile reading. In professional journals, there is much focus on reasons for mid-life career shifts and changes delayed entry or re-entry of women into the labour force, and the older worker.

To take just one of the above areas of concern for further focus, let us view briefly the important area of women returning to the labour force. There is considerable documentation that both male and female counsellors and employers are consciously or unconsciously sexist and that they possess inaccurate information about women and work. From such documentation and from experienced CEC employment counsellors, the following considerations for the employment counsellor in working with women in late initial entry or in re-entry situations are listed:

1. Explore need for separating the client's estimates of employment/ employability strengths and barriers from estimates of personal worth.
2. Explore need for information designed to improve vocational literacy, i.e., personal employment/employability strengths and barriers, knowledge of the labour market, problem-solving skills.
3. Explore consequences to contingency statements involving changes to life style, i.e., paid employment, continued child-rearing.
4. Alert to possible sex discrimination on the job.
5. Explore possible need for specialized training, e.g., assertiveness, job-hunting and job-coping skills.

6. Explore possible jobs requiring training, re-training, or presently held skills.
7. Explore need for setting up of support networks.

Essentially what should be kept in mind in respect to all adult development and learning is that employment counsellors can help clients to facilitate vocational exploration by helping clients (a) to formulate relevant hypotheses about themselves and the world of work, (b) to become aware of appropriate ways of testing such hypotheses against present and past experiences, and (c) to see the vocational relevance of what they already know and/or have been helped to discover about self and the world of work. It may be added that even though the client may operate in a world in which much of what happens to him/her is outside his/her control, the ***decisions*** that the client makes still are the major determinants of his/her own career.

A further note to be made is that if the client is to decide, it is imperative that the employment counsellor allow the client as much ***freedom of choice*** as possible by being alert to the possible constraints of family tradition, limited development within the client of choosing skills because of inadequate socialization or personal habits, limited awareness of availability of options, and psychological unreadiness for choice (e.g., lack of understanding of self). Of course a very basic counsellor task is to help the individual develop an enhanced self concept by ensuring that a productive relationship is developed within the assessment interview.

An additional example of a human dynamic that is useful to keep in mind in identifying underlying values or assumptions of a client's constraint statement involves the distinction in the client's use of coping behaviour as opposed to defensive behaviour. This simple yet important distinction relates to the manner in which the client attempts to deal with his/her employment-related anxiety. One view of anxiety is that when there is conflict (e.g., when things do not go the way one would like them to go), tension results which may, in turn, result in anxiety being experienced by the individual. Coping behaviour is directed at resolving the conflict, whereas defensive behaviour is directed at reducing the anxiety.

Very often client's assume that they are dealing with their anxiety in a coping manner when, in fact, they are defensively denying the conflict with the too often invalid hope that the conflict will disappear (e.g., someone will come up to them "out of the blue" and offer them a job.)

Coping behaviour generally is seen to be the more beneficial mode in that successful dealing with conflict also results in removal of the anxiety arising from the conflict. On the other hand, defensive behaviour is often akin to placing a flaming waste-paper basket in the closet full of inflammable goods with the belief that such an "out-of-sight-out-of-mind" approach, because it reduces the anxiety of viewing the hazardous fire in the basket, is a worthwhile way of dealing with the issue. Of course, such defensive denial and suppression may aid in reducing anxiety temporarily, but not coping with the actual cause of conflict (the fire in the wastepaper basket) only results in greater heartache as the fire spreads to the contents of the closet.

Many CEC clients inadvertently place their energies on defensive behaviours (e.g., blaming others, thereby reducing anxiety concerning possible personal shortcomings) when direct coping behaviours (e.g., developing their interpersonal work skills) would be more advantageous. Of course, as a rule, non-job-ready clients tend to exhibit more defensive and less coping behaviours then do job-ready clients. Your clarifying of the client's short-sighted assumption as to the mode of dealing with the anxiety rather that the conflict can be of great aid to the client (e.g., in helping the client to transition from complaint statement to contingency statement).

As a final note on the client's use of coping behaviour as opposed to defensive behaviour, please do not conclude from the above that coping behaviour is at all times productive and that defensive behaviour is at all times non-productive. Indeed, some conflicts are outside of the clients personal control and attempting to cope with them is like beating one's head against a brick wall. As such, dealing with ways of lessening the impact of the anxiety arising from such conflicts may be very worthwhile. This note highlights, once again, the need for you to not only acquire competencies but, once acquired, to draw upon and use such competencies creatively and effectively.

Self-Evaluation: Coping vs. Defensive Behaviour

Self-Evaluation

4.1 Distinguish client coping behaviour from client defensive behaviour as to the role of conflict and anxiety.

# # #

Once the value or assumption has been identified, you can move to the judging sub-process of Task #7.

Suggested Readings on Irrational Beliefs

Dryden, W. Rational-emotive therapy and its contribution to careers counselling. ***British Journal of Guidance and Counselling***. 1979, ***7***(2), 181-186.

Ellis, A. ***Humanistic psychotherapy: The rational-emotive approach***. New York: McGraw-Hill, 1973.

Ellis, A. The no cop-out therapy. ***Psychology Today***. July, 1973, 56-61.

Ellis, A., & Harper, R. ***A new guide to rational living***. North Hollywood: Wilshire, 1975.

ACEC Task #7b: Assisting client in judging such value or assumption as constructive or as self-defeating

It is one task to bring the client to an identification of the possible underlying value or assumptions and yet another task to have the client make a judgment as to the efficacy of such value of assumptions.

It is within this task of judging a value or assumption to be constructive or self-defeating that there is a need for you to have a clear understanding of the valuing process, factors hindering/helping the client to make valid value judgments, your responsibility within a collaborative relationship to be both confronting and supporting of the client's values, coupled, of course, with the personal quality of responsible caring and knowledge of the labour market.

Let us look more closely at the valuing process as it applies to the ACEC, in general, and to this ACEC Task #7b in particular.

VALUING

Values have been variously defined as guides to action, as criteria of judgment used by the individual to choose between alternatives in problem-solving; as standards for conduct, and as firmly held and highly prized beliefs. You will note that in our listing and discussion of the ACEC Tasks #7 both terms, "values" and "assumptions" are used. These two terms are not equated. Values and assumptions can be distinguished, at this point, on the basis of degree of prizing. An "assumption" is an implicit or explicit inference made by the individual about a particular topic. In distinction to an assumption, a "value" may be viewed as an explicit inference which is prized or cherished by the individual. Such a distinction, important for greater clarity of understanding of the client's constraint statement, leads us to the steps or dimensions of the valuing process.

The three general steps/dimensions of the valuing process may be viewed as ***choosing***, ***prizing*** and ***acting***. In more detail, a value is something which the individual:

1. chooses ***freely*** (is not coerced into accepting);
2. chooses ***from alternatives*** (has a choice from options);
3. chooses ***after considering alternatives*** (chosen with thoughtfulness and with knowledge of consequences);
4. **prizes** (cherishes the option taken);
5. acts on in ***public*** (a person's value is evident);
6. acts on **repeatedly** (is not a "one-shot" effort); and
7. acts on **consistently** (is congruent over time).

The application of the above seven steps of the valuing process to the ACEC is quite simple, yet powerful. These steps remind us that in order for the client to truly develop a value that is effective, the client needs to clarify it, evaluate it and "try it on for size". Too often, CEC clients base debilitating constraints upon underlying assumptions which, when brought to light and clarified, would not be chosen, prized and/or acted upon by the client. Thus, the clarifying tasks within the ACEC in arriving at counselling goals or action plans which are based upon explicitly stated and firmly held values.

The clarification of the client's values can take place throughout the ACEC tasks or directly at Task #7b through single, simple closed questions, paraphrases or reflection of feelings voiced by you in response to client statements reflecting underlying values,

e.g., "Is that (. . . specify) something you've thought about?"
"Did you have any choice?"
"Is that (. . . specify) something you've chosen on your own?"
"Is that very important to you?"
"You really seem to enjoy doing that (. . . specify)"
"Are you glad about that (. . . specify)?"
"Have you ever done that (. . . specify) before?"
"Would you say that (. . . specify) to your boss?"
"Have you always thought that (. . . specify) way?"
"Have you felt this way for a long time?"
"Would you do the same thing over again?"

You may wish to classify each of the above valuing questions according to the particular step/dimension of the valuing process being focussed upon.

There often is no need to follow up in detail each valuing statement (question, paraphrase or reflection) immediately with the client within the tasks previous to Task 7b. Often the single valuing statement is enough to initiate thought and action of the client.

In conclusion to this brief discussion on values we could add that, values provide the individual with a sense of direction, with purpose, with integration of thought and action, and with criteria for judgment. As such, it is difficult not to allow for some examination of the client's values within the ACEC.

7

Self-Evaluation: Valuing

Self-Evaluation

4.2 Select the three general dimensions of the valuing process from the following list.

( ) Knowing
( ) Acting
( ) Scheming
( ) Choosing
( ) Drawing
( ) Writing
( ) Prizing

4.3 Select the seven more detailed steps of the valuing process from the following list.

( ) choose from alternative
( ) choose diligently
( ) choose after considering consequences
( ) choose freely
( ) prize
( ) reject
( ) act correctly
( ) act consistently
( ) act publicity
( ) act morally
( ) act repeatedly

Even within this Task #7b there is not the necessity to demand that the client both judge an assumption to be more constructive or more self-defeating ***and*** to follow the judgment with action that is consistent with such judgment. Such a double-barrelled sequencing of judgment and action is desirable but, realistically, may be too much to expect all at once. Indeed, the demand for consistent action immediately within this task, rather than help in the judgment task may deter the client from sound judgment. It is imperative that you use sound judgment regarding the anticipated quickness of movement of the client through the ACEC tasks. As such, although your understanding of the problem-solving process is that decision implies action, you temporarily suspend the action demand as you work at this task in order to free the client to more open consideration of the helpful or hindering nature of the value or assumption held.

In addition, in the completion of this task there likely is the demand for you to bring together and to summarize the information clarified to this point that is pertinent to making judgment on the value or assumption in focus.

In facililating the client's ***judgment*** of the value or assumption as being helpful or hindering, your role may be one of being passively empathic to the client's judgment task. More likely, however, it is within this task that you take on the more active role of analysing, questioning and challenging the values or assumptions held by the client. In essence, you are rejecting unrealistic and irresponsible values held by the client while at the same time accepting the client as an individual of worth. Your involvement with the client in the collaborative ACEC relationship allows you, indeed demands of you, an optimistic, knowledgeable, respectful, caring, and ***responsible*** confronting of the client to face reality in disputing and in judging his/her values or assumptions as being realistic, right and responsible. The basic question you have regarding the client's value or assumption may be stated: "Is such a value helping you?".

In cases other than obvious situational or societal difficulties, most clients who the employment counsellor is reluctant to refer tend to be in difficulty regarding their employment needs because previous methods of dealing with employment issues either never were or presently are no longer productive. As such, it is probable that most of the underlying assumptions uncovered with clients will be more self-defeating than constructive. Thus, you are at all times alert to the unnecessary failing of the client to deal with issues impeding movement to employment. However, one should keep in mind the reality that not all assumptions underlying client constraint statements need be self-defeating.

It is highly important, therefore, for you to be respectful of the client's own values so as not to label a value as self-defeating and attempt to break down the value when, indeed, it is a viable value which when lived happens to impose restrictions on the client's employment behaviour. An example of such a value is evidenced in the municipal inspector, who on religious grounds refuses to inspect establishments featuring strip-tease entertainment. The holding of such a value may result in loss of job but such job loss need not be the criterion used in classifying of the value as self-defeating. Thus, the need on the part of the counsellor for an openness to the cultural and religious values held by clients. On the other hand, you are at all times alert to the unnecessary failing of the client to deal with issues impeding movement to employment.

In addition, it does not necessarily follow that because a client judges an assumption to be constructive that s/he naturally will welcome the consequences of holding such a belief. Clients frequently need encouragement to hold to a positive value that has unwanted, but inescapable, consequences. Such encouragement allows the client to hold the value more consistently and take responsibility within the labour market conditions for the choices s/he makes.

ACEC Task #7c: Assisting client in formulating and in commiting him/herself to a more productive value or assumption when the identified value or assumption has been judged to be self-defeating.

It is at this point that the counsellor may take on an active teaching role in ensuring that alternate assumptions are generated and that the client is assisted in replacing self-defeating values or assumptions with more productive ones. In essence, self-defeating values or assumptions have been identified and, once identified, have been analysed, questioned and challenged. Now is the time to build more productive values or assumptions in order fill the void and, thus, move more closely to employment. Of course, the counsellor's experience in working with previous clients with similar needs to generate more productive assumptions is useful. Also useful, is the counsellor's knowledge and understanding of the irrational beliefs put forth in Task #7a. Now is the time, however, to view the more rational counterparts to the irrational beliefs, i.e., translate each of Ellis' self-defeating beliefs into alternate less defeating statements.

The translation of Ellis' self-defeating beliefs into alternate less defeating statements will help you both in identifying possible underlying assumptions of client constraint statements, in judging the constructiveness or self-defeating value of such assumptions, and in generating more constructive alternate assumptions. Complete Figure 4.1.

Figure 4.1: Alternatives to Self-Defeating Beliefs

Directions: A number of beliefs or underlying assumptions clients often use as foundation for constraint statements can be reconstructed in more productive and less self-defeating terms. Translate each of the self-defeating beliefs listed below into more productive terms.

BELIEFS

Self-Defeating	Alternate
1. That it is necessary to be loved and approved by everyone.	1. ____________ ____________ ____________ ____________ ____________ ____________
2. That one should be thoroughly competent and adequate.	2. ____________ ____________ ____________ ____________ ____________
3. That certain people are bad and should be punished.	3. ____________ ____________ ____________ ____________ ____________
4. That it is horrible or catastrophic when things are not as one would like them to be.	4. ____________ ____________ ____________ ____________ ____________ ____________

Figure 4.1: Alternatives to Self-Defeating Beliefs (cont.)

BELIEFS	
Self-Defeating	Alternate
5. That unhappiness is externally caused.	5. ____________________
6. That if a thing is dangerous one must be terribly concerned about it.	6. ____________________
7. That it is easier to avoid than to face life's responsibilities.	7. ____________________
8. That one should be dependent and rely on someone stronger.	8. ____________________
9. That the past is all-important.	9. ____________________

Figure 4.1: Alternatives to Self-Defeating Beliefs (cont.)

BELIEFS	
Self-Defeating	Alternate
10. That one should get upset over others' problems.	10. ________
11. That it is exceptionally difficult to find the solution to human problems, and catastrophic if one does not.	11. ________
12. That human happiness can be achieved by inertia and inaction.	12. ________

Sample alternative beliefs could include:

1. I will do what is most responsible and productive for myself and others.
2. It would be nice to be liked by all, but highly unlikely.
3. I am more interested in ***improving*** myself than in being ***perfect***.
4. The person I am most able to change is myself.
5. It is annoying when things don't turn out the way I would like, but some things I can control and some things I cannot control. I can work harder at controlling the things I can.

Self-Evaluation: ACEC Task #7

Self-Evaluation

4.4 Describe the three major sub-processes of ACEC Task #7.

Appreciation of the decision-making process demanded of the client and the concomitant change in thinking and behaving allows the counsellor to be empathic to the client's struggle to take greater control of his/her life.

The formulation of the constraint statement from the client's statement of employment concern allows both the counsellor and the client to understand the employment concern by the stating of the concern in more specific and concrete terms that allow both the client and you to better judge the extent to which the limiting dimension of the client's concern is within or outside of the control of the client. Such increase in understanding through clarification of the content and feeling components of the constraint statement leads to the formulation of contingency statements.

Figure 4.2: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1—7

ACEC Task Counsellor Competency	Relationship 1	Purpose 2	Concern 3	Constraint 4	Clarify Constraint (Content & Feeling) 5	(Strengths & Barriers) 6	(Assumptions) 7	Contingency 8	Clarify Contingency 9	Goal 10
COMMUNICATION SKILLS										
Attending	* *	*	*	*	*	* *	* *	*		
N-V Communication	*		*		* *		* *			
Questioning		*	*	*		* *	* *			
Paraphrasing	*	*	* *	* *	* *	* *				
Reflection of Feeling	*	*	* *	*	* *	* *	*			
Feedback					*	* *	* *			
HELPING RELATIONSHIP SKILLS										
Empathy	*	*	* *	* *	* *	* *	* *			
Respect	*	*	*	* *						
Genuineness						* *	*			
Self-Disclosure				*		*				
Concreteness		*	*	* *	*	* *	* *			
Confrontation					*	* *	* *			
Immediacy						* *				
Encouragement	*	*	*		*	* *				
ATTITUDINAL										
Responsible Caring	*	*	*	*	*	*	* *			
Optimism	* *	*	*	*	*	*	*			
Confidence	* *	*	*	*	*	*	*			
Adaptability/Flexibility	* *	*	*	*	* *	*	*			

Figure 4.2: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1—7 (Continued)

	1	2	3	4	5	6	7	8	9	10
CEIC										
Goal and Objectives of Employment Counselling		• •								
Goal, Objectives and Tasks of the ACEC		• •								
CEIC Documentation	•					•				
CEIC Services and Programs		•								
Labour Market			•			• •	•			
COUNSELLING PROCESS										
Interview Function	•	•								
Problem-Solving		•			•	•	•			
Desired Counsellor-Client Roles	•	• •								
Irrational Beliefs						• •	• •			
HUMAN DYNAMICS (Valuing Process)										
Valuing				•	•	•	• •			
Work Motivation			•		•	• •	• •			
Counsellor Values				•	•					
(Change Process)										
Client Employability Strengths & Barriers			• •		•	• •	•			
Adult Development			•	•	•	•	•			
Locus of Control			•		•	• •	•			
Problem Ownership			•		• •	•	•			
Coping Behaviour *vs.* Defensive Behaviours	•				•	•	•			

Before going on to the contingency statement formulation of ACEC Task #8, the following practice exercises will provide a useful integration of the constraint clarification ACEC tasks. These exercises are designed to help you apply the skills involved in moving from client constraint statements to client contingency statements. Of course, in clarifying an employment constraint with an actual client, you also would be evaluating the client's employment strengths and barriers.

Refer to ACEC Cassette #1, Side B,
for sampling of counsellor-client
dialogue involved in ACEC Task #7

Practice Exercises

Activity One

For each of the constraint statements provided on the following pages, write

a) the terms to be clarified within the constraint statement (CRS);

b) the probable reworded constraint statement;

c) the possible underlying assumption, value or beliefs indicated;

d) the terms to be explored or clarified within the underlying assumption(s) or value(s) (UA);

e) a judgment that the underlying assumption is constructive or self-defeating;

f) a constructive alternate assumption(s) or value(s); and

Example

Constraint Statement: I cannot take re-training classes because I have small children for whom I must care:

a) Terms to be clarified (CRS); "cannot"; "I"

b) Probable reworded CRS: It is difficult for me to attend re-training sessions because I have small children for whom responsible care must be provided.

c) Underlying Assumption(s) or Value(s):

Something undesirable will happen to my children either now or in their long-term development if I do not personally supervise them every day.

d) Terms to be Clarified (U.A.): "undesirable"; "personally supervise"

e) Underlying Assumption/Value is
Constructive ( )
Self-defeating ( ) (check one)
If Constructive, STOP
If Self-defeating, CONTINUE

f) Constructive Alternative Assumption/Value:

I can obtain an adequate baby-sitter and pursue my own interests which shouldn't be ignored.

1. Constraint Statement:

I cannot quit my job as a carpenter's helper and take upgrading courses at the community college because my friends would think that I was being snobbish.

a) Terms to be Clarified (CRS):

b) Reworded CRS:

c) Underlying Assumption/Value:

____

____

____

d) Terms to be Clarified (U.A.):

e) Underlying Assumption/Value is
Constructive ( )
Self-defeating ( ) (check one)
If Constructive, STOP
If Self-defeating, CONTINUE

f) Constructive Alternate Assumption/Value:

____

____

____

____

2. Constraint Statement:

I cannot get a job because I don't have any work skills.

a) Terms to be Clarified (CRS):

b) Reworded CRS:

c) Underlying Assumption/Value:

____

____

____

d) Terms to be Clarified (U.A.):

____

____

____

e) Underlying Assumption/Value is
Constructive ( )
Self-defeating ( ) (check one)
If Constructive, STOP
If Self-defeating, CONTINUE

f) Constructive Alternate Assumption/Value:

3. Constraint Statement:

   I can't go to work as a waitress because my family would never allow it.

   a) Terms to be Clarified (CRS):
   b) Reworded CRS:
   c) Underlying Assumption(s)/Value(s):

   d) Terms to be Clarified (U.A.):
   e) Underlying Assumption/Value is
      Constructive ( )
      Self-defeating ( ) (check one)
      If Constructive, STOP
      If Self-defeating, CONTINUE
   f) Constructive Alternate Assumption/Value:

4. Constraint Statement:

   I can't . . .(complete a constraint statement that you have recently encountered from a client).

   a) Terms to be Clarified (CRS):
   b) Reworded CRS:
   c) Underlying Assumption(s)/Value(s):

   d) Terms to be Clarified (U.A.):
   e) Underlying Assumption/Value is
      Constructive ( )
      Self-defeating ( ) (check one)
      If Constructive, STOP
      If Self-defeating, CONTINUE

f) Constructive Alternate Assumption/Value:

____

____

____

____

5. Constraint Statement:

I can't . . .(complete a constraint statement that ***you*** have recently used regarding your work):

a) Terms to be Clarified (CRS):

b) Reworded CRS:

c) Underlying Assumption(s)/Value(s):

____

____

____

e) Underlying Assumption/Value is
Constructive ( )
Self-defeating ( )   (check one)
If Constructive, STOP
If Self-defeating, CONTINUE

f) Constructive Alternate Assumption/Value:

____

____

____

____

SECTION B

ACEC Task #8: Contingency Statement

ACEC Task #8: On the basis of the productive value or assumption held, assist the client in formulating a contingency statement using the form, "If I do 'A', then I must . . . "

In the ACEC, the use of basic communication skills and counsellor relationship skills assists the client better to understand his/her situation and the facilitating and constraining elements to effective employment. Many clients are confused both with regard to their employment goals and the assumptions and values underlying any such goals. Such confusion is reflected in their inability to articulate clearly either their career goals or what they hope to achieve through their contact with CEIC personnel. The generally helpful premise of you as an assessment counsellor is that confused thinking and confused speaking are both interactive and cumulative. To alleviate the client's confusion, you are directed to help bring about a translation of the client's constraint statement to a contingency statement.

The clarifying of employment concerns, constraints and the assumptions underlying the constraints allows the client now to restate his/her concern in the form of a more action-oriented contingency statement. Thus, the client who first entered with the employment concern, "***I can't*** go to job interviews!" - which was elaborated into the constraint statement: "I ***can't*** go to job interviews ***because*** during job interviews I become too nervous and anxious about doing well in the interview" - can be further helped by converting the constraint statement into a statement in which is ***indicated in specific behavioural terms what must be done about the barrier in order to move towards effective employment***. Specifically, the client's constraining statement concerning job interviews may be worded more clearly and in a more workable fashion in the form of a ***contingency statement*** as follows:

> "***If*** I am to keep the interview going, ***then*** I will have to deal with such things as sweaty palms, speaking clearly and fluently, and hearing the interviewer's questions."

During this ACEC task, the counsellor's clarifying responses are aimed at helping the client to change constraint statements (e.g., "I can't change because of . . . ") into ***contingency statements*** (e.g., "***If*** I wish to change, ***then*** I will have to deal with . . . ").

Throughout the whole assessment process, it is important for the counsellor to keep in mind the desirability of attaining real and perceived movement of the client towards effective employment. This does not mean that "therapeutic perfection" be attained regarding all life difficulties of the client. Rather, it involves being as prompt as possible in providing minimally needed employment-related services to the client.

To review, concern statements take some variation of the form:

"I can't . . . "

Constraint statements are of the form:

"I can't..., because..."

Contingency statements are of the form:

"If I am to do..., then I must..."

There are many advantages to the use of client contingency statements rather than client constraint statements. Five such advantages are that contingency statements shift:

1. the focus of the client from paralyzing absolutes to the consideration of alternatives (e.g., "I can't" to "What can I do?");
2. the client's attitude from one of pessimism to one of optimism (e.g., away from the pessimistic "I can't do A", in which the logical conclusion is that, "If you can't, then I guess you can't;
3. the client's view of his/her control of events from external control to internal control;
4. the client's behaviour of his/her control of events from external control to internal control;
5. the focus of the client from past difficulties to the consideration of current tasks to be accomplished.

In addition to the above noted advantages, the process of formulating contingency statements from contraint statements leads to the clarification of underlying values or assumptions of the client. Such clarification helps the client to develop a greater self-understanding which contributes to clearer and more realistic statements of strengths regarding employment.

Presented in Figure 4.3 is a summary of the competencies required of you to perform ACEC Task #8 and the previous seven tasks. Following Figure 4.3 are practice exercises in converting client constraint statements into client contingency statements.

Figure 4.3: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1—8

ACEC Task / Counsellor Competency	Relationship 1	Purpose 2	Concern 3	Constraint 4	Clarify Constraint (Content & Feeling) 5	(Strengths & Barriers) 6	(Assumptions) 7	Contingency 8	Clarify Contingency 9	Goal 10
COMMUNICATION SKILLS										
Attending	* *	*	*	*	* *	* *	*	*		
N-V Communication	*		*		* *		* *			
Questioning		*	*	*		* *		* *	*	
Paraphrasing	*	*	* *	* *	* *	* *				
Reflection of Feeling	*	*	* *	*	* *	* *	*			
Feedback					*	* *	* *			
HELPING SKILLS										
Empathy	*	*	* *	* *	* *	* *	* *			
Respect	*	*	*	* *						
Genuineness						* *	*			
Self-Disclosure				*		*				
Concreteness		*	*	* *	*	* *	* *			
Confrontation					*	* *	* *			
Immediacy							* *			
Encouragement	*	*	*			*	* *	*		
ATTITUDINAL										
Responsible Caring	*	*	*	*	*	*	* *	*		
Optimism	* *	*	*	*	*	*	*	*		
Confidence	* *	*	*	*	*	*	*	*		
Adaptability/Flexibility	* *	*	*	*	* *	*	*	*		

Figure 4.3: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1—8 (Continued)

	1	2	3	4	5	6	7	8	9	10
CEIC										
Goal and Objectives of Employment Counselling		* *								
Goal, Objectives and Tasks of the ACEC		* *								
CEIC Documentation	*					*		*		
CEIC Services and Programs		*								
Labour Market			*			* *	*	* *		
COUNSELLING PROCESS										
Interview Function	*	*								
Problem-Solving		*			*	*	*			
Desired Counsellor-Client Roles	*	* *								
Irrational Beliefs						* *	* *			
HUMAN DYNAMICS (Valuing Process)										
Valuing				*	*	*	* *			
Work Motivation			*		*	* *	* *			
Counsellor Values	* *			*						
(Change Process)										
Client Employability Strengths & Barriers			* *		*	* *	*			
Adult Development			*	*	*	*	*			
Locus of Control	*		*		*	* *	*	* *		
Problem Ownership			*		* *	*	*	* *		
Coping Behaviour *vs.* Defensive Behaviour	*				*	*	*			

Practice Exercises

Activity Two

For each of the constraint statements clarified as to content, feeling and underlying assumption within the previous practice exercise, provide a possible contingency statement.

Example:

Constraint Statement:

I cannot take re-training classes because I have small children for whom I must care.

Possible Contingency Statement:

If I attend re-training classes, then I (or . . .specify person) will need to arrange for responsible child care for my children.

1. ***Constraint Statement:*** I cannot quit my job as a carpenters' helper and take upgrading courses at the community college because my friends would think that I was being snobbish.

   Possible Contingency Statement:

   ____

   ____

   ____

   ____

2. ***Constraint Statement:*** I cannot get a job because I don't have any work skills.

   Possible Contingency Statement:

   ____

   ____

   ____

   ____

3. ***Constraint Statement:*** I can't go to work as a waitress because my family would never allow it.

   Possible Contingency Statement:

   ____

   ____

   ____

   ____

4. ***Constraint Statement*** (Fill in)

Possible Contingency Statement

5. ***Constraint Statement:*** (Fill in)

Possible Contingency Statement

The counsellor knowledge, skills, and attitudes specified in the tasks of the ACEC Module covered to this point are aimed towards assisting you in helping clients to develop contingency statements regarding their employability concerns. Indeed, helping clients formulate relevant contingency statements may be regarded as the "***pièce de résistance***" of the assessment process!

This more positive action-oriented and explicit manner of stating his/ her employment concern forms the basis for the formulation of the counselling goal or action plan, which provides the focus for the subsequent intervention stages.

Refer to ACEC Cassette #1, Side B,
for sampling of counsellor-client
dialogue involved in ACEC Task #8

SECTION C

ACEC Task #9: Clarification of Contingency Statement

ACEC Task #9: Assist client in clarifying the contingency statement by testing and validating the contingency statement as being realistic, responsible and reflecting a stated action to which the client is committed; reformulate if necessary.

The client now is best able to see the value of the clarifying process of the ACEC tasks to this point.

The contingency statement formulated in the previous step is now validated through its relationship to the reality of the ***labour market*** and the reality of the ***client's strengths and barriers to employment*** including the client's ***work motivation***, ***values*** and ***expectations***. Indeed, the counsellor within this ACEC task is highly cognizant of the need to ensure that the contingency as stated is realistic, relevant and action-oriented. To this end, your communication, relationship, and other helping skills are utilized. Much encouragement is needed by the client at this task as well at the other ACEC tasks, in order to examine and to initiate plans for change.

Because of the importance, not only of the relevance of the contingency statement, but also of the client's commitment to undertake the effort dictated by the action-oriented dimension of the contingency statement, the steps specified below may be used to ensure such commitment.

a) assist the client in exploring ***alternate contingency statements***;

b) assist the client exploring ***consequences*** of each alternate contingency statement;

c) considering the consequences of each contingency statement in the light of the client's employment strengths and weaknesses, assist the client to select one contingency statement on which to initiate ***prime focus***.

Summarized in Figure4.4 are the competencies required of you to perform this ACEC task of clarifying the client's contingency statement. Following Figure4.4, the much required counsellor competency of encouragement is reviewed.

Figure 4.4: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1—9

ACEC Task / Counsellor Competency	Relationship 1	Purpose 2	Concern 3	Constraint 4	Clarify Constraint (Content & Feeling) 5	(Strengths & Barriers) 6	(Assumptions) 7	Contingency 8	Clarify Contingency 9	Goal 10
COMMUNICATION SKILLS										
Attending	• •	•	•	•	• •	• •	•	•	• •	
N-V Communication	•		•		• •		• •		•	
Questioning		•	•	•		• •	• •	•	• •	
Paraphrasing	•	•	• •	• •	• •	• •			• •	
Reflection of Feeling	•	•	• •	•	• •	• •	•		• •	
Feedback					•	• •	• •		•	
HELPING RELATIONSHIP SKILLS										
Empathy	•	•	• •	• •	• •	• •	• •		•	
Respect	•	•	•	• •					• •	
Genuineness						• •	•		•	
Self-Disclosure				•		•			• •	
Concreteness		•	•	• •	•	• •	• •		• •	
Confrontation					•	• •	• •		• •	
Immediacy							• •		• •	
Encouragement		•	•	•			•	• •	•	• •
ATTITUDINAL										
Responsible Caring	•	•	•	•	•	•	• •	•	• •	
Optimism	• •	•	•	•	•	•	•	•	•	
Confidence	• •	•	•	•	•	•	•	•	•	
Adaptability/Flexibility	• •	•	•	•	•	•	•	•	•	

Figure 4.4: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1—9 (Continued)

	1	2	3	4	5	6	7	8	9	10
CEIC										
Goal and Objectives of Employment Counselling		• •								
Goal, Objectives and Tasks of the ACEC		• •								
CEIC Documentation	•					•		•	•	
CEIC Services and Programs		•								
Labour Market			•			• •	•	• •	• •	
COUNSELLING PROCESS										
Interview Function	•	•								
Problem-Solving		•			•	•	•		•	
Desired Counsellor-Client Roles	•	• •								
Irrational Beliefs						• •	• •			
HUMAN DYNAMICS (Valuing Process)										
Valuing				•	•	•	• •		•	
Work Motivation			•		•	• •	• •		• •	
Counsellor Values	• •			•	•				•	
(Change Process)										
Client Employability Strengths & Barriers			• •		•	• •	•		• •	
Adult Development			•	•	•	•	•			
Locus of Control	•		•		•	• •	•	• •	• •	
Problem Ownership			•		• •	•	•	• •	• •	
Coping Behaviour *vs.* Defensive Behaviour	•				•	•	•		•	

ENCOURAGEMENT

Before we describe what ***we*** see to be encouragement, write briefly ***your*** definition of encouragement.

What is Encouragement?

A definition.

> Encouragement is the process of focussing on individuals' assets and strengths in order to increase their self-confidence and to prepare them for self-sufficiency and contribution.

The concept of encouragement is provided as a separate section within these self-study materials to highlight the importance of a positive attitude of the employment counsellor both in direct dealings with clients and in dealings with self and with colleagues. The heavy demands made upon the counsellor frequently lead to a discouragement and a cynicism which are detrimental to the professional helping role. Although this review of the concept of encouragement is placed within ACEC Task #9, encouragement is a powerful tool to be used by you throughout the whole ACEC. Indeed, it is the atmosphere of encouragement provided within ACEC which facilitates successful involvement of the client through each ACEC task - and, of course, each such movement through the individual ACEC tasks in itself provides encouragement to the client. Of course, the skill of encouragement overlaps with other skills used in the ACEC. For example, you may wish to compare the skill of encouragement with employment counsellor relationship skills of empathy, respect, genuineness, self-disclosure, concreteness, and immediacy. Further study of this relationship will take place during the workshop sessions.

Description

A common attitude of many clients seeking CEC services is that of discouragement - a lacking in courage in facing and accepting reality as it is and/or a lacking in courage to put forth effort to change the very dimensions of self that are most central to effective employment. But, alas, it is most difficult to attain or maintain much exploration of self and/or the world of work without some degree of courage. . . some degree of self-acceptance. . . some positive evaluation of self. Even for those clients who tend to exhibit highly positive self-images in other aspects of their lives, the encouraging stance of the CEC counsellor is a welcomed aid in their efforts at obtaining/maintaining employment.

Encouragement is considered by many to be ***the*** most important aspect in the psychological and cognitive growth of individuals. Encouragement is the process of focussing on individuals' assets and strengths in order to increase their self-confidence and to prepare them for self-sufficiency and contribution.

Encouragement should not be misconstrued as keeping clients away from responsible action. On the contrary, it is provided to help move clients from apathy or lack of effort because of fear of failure and/or lack of courage to a sense of adequacy and, more concretely, to productive action.

All too often we provide a series of discouraging experiences to clients, others, and ourselves. Likewise, all too often encouragement is provided only to those who need it the least. It is useful to view discouraged clients as holding one of two basic mistaken beliefs about self, others, and work. The first mistaken belief, the error of ***disrespecting reality***, is the failure of individuals to face and accept reality as it is; the second mistaken belief, the error of ***disrespecting self***, is the failure of individuals to realize all of the possible alternatives still available to them once they face and accept reality.

It is important for you not only to view encouragement as something desirable for clients but also desirable for yourself. In order to be able to offer encouragement to others, it is necessary to have a fairly positive attitude. One way for you to maintain an optimistic, positive attitude is to spend some time on self-encouragement. All the techniques which are recommended for use with clients in this section can be applied by you with equally useful results for yourself.

A preliminary stance in the provision of encouragement is to become aware of your discouraging and encouraging attitudes/behaviours. Such awareness allows you sequentially to be less critical (i.e. avoid discouragement) and to be more encouraging in your verbal and non-verbal behaviours both with others and with yourself. The following suggestions of encouraging counsellor attitudes/ behaviours are offered for your consideration and, hopefully, action.

The suggestions are grouped into the three general categories of focus upon ***effort***, ***actions*** and ***attitudes/feelings***.

Focus on Effort

1. A preliminary stance, as previously mentioned, is to become ***aware of the discouragement and encouragement you provide*** in your verbal and non-verbal interaction both with clients, colleagues, and yourself. Feelings of adequacy figure highly in helping one to function optimally. Once you are aware of your discouraging and encouraging actions and attitudes, you are in the position to avoid discouragement and focus more on encouragement.
2. ***Commend effort*** Recognize improvement and effort, not just accomplishment. Effort often is a more significant focus than results.
3. ***Build on strengths*** rather than on weaknesses. Focus on the positive; avoid negativism.

   e.g., "You do a good job of . . . "

4. ***Work for improvement*** rather than perfection.
   - e.g., "You have improved in . . . "
   - e.g., "Look at the progress you've made in . . .(be specific)".
   - e.g., The establishment of concrete and specific baseline data followed by the client monitoring his/her subsequent behaviour is a very productive self-management procedure based upon the principles of behaviour change outlined in the present module.

Focus on Action

5. ***Provide well-defined standards*** of values, demands for competence, and guidance towards solutions to problems.
   - e.g., "The purpose of being here is to develop a mutually-agreed upon goal on which to work" (ACEC Task #2)
   - e.g., "Since you're not satisfied, what do you think you can do so that you will be pleased with it?" (Valuing)
   - e.g., Be clear in your expectations for the ACEC
6. Develop ***self-sufficiency;*** it is a component happiness. Clients need to learn to take their responsibility for the learning process involved in job exploration/attainment/maintainment.
   - e.g., "You can pick up that information in the CCDO."
   - e.g., "Mr.R.Smith is in charge of hiring at Mytown Products. Get in to see him and you can assure him that I will give you a reference"; (as opposed to: "I'll call Mr.Smith at Mytown Products and see if you can apply there for a job.")
7. ***Give responsibility and significance*** to all clients; not only to those who are already responsible. Giving opportunities to be responsible to a client who is discouraged may make it worthwhile for him/her to cooperate.
   - e.g., "I need your help on —."
   - e.g., "What do you think of this?" (as opposed to: "Here's what you should do.")
8. Attempt to separate the ***deed*** from the ***doer***. It is difficult but highly important to distinguish between rejecting the client's ***behaviour*** and rejecting the client. Helpful criticism is addressed to the event/behaviour; avoid attacking the client's personhood
   - e.g., "That remark is hurtful to me", (as opposed to: "You are a hurtful person.")
   - e.g., "Your attitude gets in the way of your succeeding in getting a job." (as opposed to: "That attitude will make you a failure.")

Focus on Attitudes/Feelings

9. Actively ***reflect the feelings*** communicated by the client both verbally and non-verbally.

   e.g., "You seem to be very pleased with the effort you've put forth to date on finding a job."

10. Show your ***trust*** in the client. Develop positive expectations. Convey expectations and confidence that the client can accomplish work, can learn, and is competent.

    e.g., "I have confidence in your judgment."

    e.g., "That's a rough one, but I'm sure you'll work it out."

    e.g., "Now you've learned how to conduct a proper job search. What will be your first step?"

11. Remember that discouragement is contagious and that a discouraged client tends to discourage those who are in contact with him/her. Keep the ***focus on movement*** towards counselling goal formulation.

    e.g., "I can see you feel like quitting. Everyone gets discouraged because it's demoralizing to have so many people say no to you. Perhaps we can discuss what you think you can manage for your next step." (as opposed to: "Well if you just want to quit there's nothing more I can do.")

12. ***Respect*** your clients by accepting their feelings and shortcomings. It will lay the foundation for their self-respect and for mutual respect as the important component of all productive relationships.

    e.g., "I can see that you're very upset about the delay in receiving your cheque."

    e.g., "I can see you're very upset over the way you were treated on your last job. That incident has you quite discouraged. Let's discuss it further." (as opposed to: "Being angry over the way your last boss treated you won't help you find another job."

13. Begin with the client ***as s/he is***; not just as s/he could be. Start with the client's present level of functioning. The client must feel worthwhile. A basic principle in any helping relationship is to determine the client's present understanding/behaviour/attitude and to help him/her move from there to a more ideal position.

    e.g., "I can see that you're confused as to what to do. Let's see if we can work together to help you decide upon something suitable." (as opposed to: "You must set a goal for some type of job.")

    e.g., "I can see you don't like manual labour jobs. That narrows your opportunity; however, let's discuss other possibilities." (as opposed to: "How do you expect to get a job with so little education, if you don't want to do manual labour?")

14. ***Take away the stigma of failure***. Failure indicates lack of skill. The essential worth of the client is not dependent on success. Failure and defeat generally stimulate special effort only when there remains the hope of eventual success. Failure and defeat do not stimulate a deeply discouraged client who has lost all hope of succeeding. Help your client set realistic goals by avoiding standards that are too high.

    e.g., "Rome wasn't built in a day."

    e.g., "We can't expect that you'll find the type of job you want right away. Let's see what program might be helpful for you to learn how to conduct a proper job search." (as opposed to: "You have to get out there and find a job."

15. Help your clients ***develop the courage to be imperfect***. Individuals too often avoid effort because of the fear of making mistakes.

    e.g., "What can you learn from your mistake?"

    e.g., "You must have felt terrible when you realized what you had done. What can you do to try and avoid that happening again?"

16. Overcome your own pessimism and ***develop an optimistic approach*** to life. (Optimism is contagious and helps to encourage yourself and others).

    e.g., "Avoid trying to mend your own threatened ego, by discouraging others or by looking down on them.

    e.g., "There aren't many jobs available for you so we're going to have to do some real exploring." (as opposed to: "With your lack of experience and training there's not much chance of you getting a job.")

    e.g., "I could have proceeded more slowly in trying to reach an employment goal. Next time we meet I'll back up a bit." (as opposed to: "Everything I said was too directive. That interview was useless.")

17. Remember that praise (primary ***focus on the individual***) may not be the same as encouragement (primary ***focus on the task***). Praise may have an encouraging effect on some clients, but praise often discourages clients and causes anxiety and fear. Some individuals come to depend on praise and will perform only for recognition in ever-increasing amounts. Success accompanied by special praise for the result may make the individual fear "I can never do it again!"

    e.g., "That job was well done." (as opposed to: "You're a terrific worker. . . person...")

18. ***Encourage freely and without reservation***. Avoid tacking qualifiers to your words of encouragement. Avoid giving with one hand and taking away with the other.

e.g., "It looks as if you really worked hard on that (stop here rather than adding:
"... so, why not do that all the time?"
"... it's about time."
"... see what you can do when you try!")

Remember that in providing encouragement, it is useful to focus on effort, on actions, and positive attitudes and feelings. Encouragement is the communication of acceptance, confidence and appreciation. The "sounds" of encouragement build feelings of adequacy.

# # #

"What do you plan to do next?"
"I like the way you handled that."
"I appreciate what you did."
"It looks as if you worked very hard on that."
"It looks as if you enjoyed that."
"I'm glad you're pleased with it."
"All beginnings are difficult."
"You'll figure it out."
"It was thoughtful of you to —."
"Thanks, I really appreciate ——, because it makes my job much easier."
"You certainly have a lot of good ideas."
"What do you think about ——."
"I really enjoyed today. Thanks."
"Let's see why it didn't work."
"You may not feel that you've reached your goal, but look how far you've come."
"I see that you're moving along."
"If you want retraining, I'd be happy to refer you."
"Of course you're angry about that! Let's discuss it."

THE SOUNDS OF ENCOURAGEMENT!
BE GENEROUS WITH THEM!

Practice Exercises

Activity Three

For each of the suggestions of encouraging counsellor attitudes/behaviours presented in this section, write (in the space provided under each suggestion) how you might use the particular suggestion to provide encouragement to a client.

1. Focus on encouragement
2. Commend effort
3. Build on strengths
4. Work for improvement
5. Standards
6. Self-sufficiency
7. Giving responsibility
8. Separate deed from doer
9. Reflect feeling

10. Trust

11. Discouragement is contagious

12. Respect

13. Accept individual

14. Take away stigma of failure

15. Courage to be imperfect

16. Optimism

17. Praise versus encouragement

18. Qualifiers

Activity Four

Write what you would say and/or do in providing encouragement within the following situations:

1. A client expresses anxiety over lessening the confusion s/he has concerning occupational choice.

2. A client with limited schooling has filled out a 701 form with many obvious inaccuracies.

3. A colleague is worried that s/he will not handle well a board competition.

4. A client returns from a job interview in which s/he presented her/ himself fairly well but did not get the job.

Activity Five (Optional)

In communication with clients, colleagues, supervisors and managers, during the next five working days, it would be helpful for you to observe incidents in which an encouraging action or statement could replace a discouraging action and/or statement.

Using the format provided on the next page, briefly describe

1. The situation you observed or in which you were involved.
2. The discouraging action and/or statement.
3. The client's/colleague's/supervisor's response.
4. A possible alternate encouraging action and/or statement.

Example:

Scene:

Counsellor helping client fill out a "701".

Counsellor Discouraging Statement:

"Don't write in the occupational code space!"

Client's Response:

Frown

Alternate Encouraging Statement:

"The occupational code space will be completed by the counsellor."

Observation:

Scene:

Counsellor Discouraging Statement:

Client's Response:

Alternate Encouraging Statement:

Activity Six (Optional)

During the next five working days, it would be helpful for you to record situations in which you were involved and in which you provided an encouraging action and/or statement that you might not have provided prior to studying this module on the encouragement process.

Using the format provided on the next page, briefly describe:

a) The situation in which you were involved.
b) The encouraging action and/or statement.
c) The client's/colleague's response.

Example:

Scene:

Formulating counselling goal.

Encouraging Action and/or Statement

"You seem to be saying that ***acquiring greater courage*** would be desirable in your efforts at becoming more effective within job interviews." (More positive than, "You seem to be saying that ***reducing your fear*** . . . ")

Recipient's Response:

Smiled and voiced agreement.

Observation:

Scene:

Encouraging Action and/or Statement:

Recipient's Response:

Activity Seven

Make a list of personal traits under each of the following headings. Add to the list whenever ideas come to you.

a) My personal strengths are:

b) Personal traits needing improvement are:

Suggested Readings on the Topic of Encouragement

Dinkmeyer, D., & Dreikurs, R. ***Encouraging children to learn: The encouragement process***. Toronto: Prentice-Hall, 1963.

Dinkmeyer, D., & Losoney, L.E. ***The encouragement book: Becoming a positive person***. Toronto: Prentice-Hall, 1980.

Dinkmeyer, D., & McKay G. ***Systematic training for effective parenting***. Circle Pines, Minnesota: AGS, 1976.

Dreikurs, R. ***Psychology in the classroom***. (Second Edition). Toronto: Harper and Row, 1968.

Losoney, L.E. ***Turning people on: How to become an encouraging person***. Toronto: Prentice-Hall, 1977.

Losoney, L.E. ***You can do it: How to encourage yourself***. Toronto: Prentice-Hall, 1980.

Self-Evaluation: Encouragement

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Self-Evaluation

4.5 What is encouragement?

4.6 Classify each of the following principles as being indicative of encouragement (E) or discouragement(D).

( ) 1. Awareness of discouragement/encouragement self-behaviours/ attitudes
( ) 2. Commend effort
( ) 3. Build on strengths
( ) 4. Work for perfection rather than for improvement
( ) 5. Provide a very loose structure without well-defined standards
( ) 6. Develop self-sufficiency
( ) 7. Allow client to be responsible
( ) 8. When rejecting client's behaviour do not reject client
( ) 9. Reflect feeling
( ) 10. Don't expect the client to succeed
( ) 11. Focus on defining the counselling goal immediately rather than on movement toward the defining of the counselling goal.
( ) 12. Respect the client
( ) 13. Start with the client's present level of functioning
( ) 14. Take away the stigma of failure
( ) 15. Develop the courage to be imperfect
( ) 16. Develop an optimistic approach
( ) 17. Focus on the individual's looking good" rather than on the task accomplished
( ) 18. Encourage freely and without reservation.

4.7 For the following examples of discouraging statements

a) identify one encouragement principle that has been violated, and

b) revise the statement in order to make it more encouraging.

1. "Can't you get it through your thick skull that I'm here to help you to formulate on employment counselling goal! Let's get on with it."

   a) Principle Violated: ______________________

   b) Revised Statement: ______________________

2. "That's a stupid assumption!"

   a) Principle Violated: ______________________

   b) Revised Statement: ______________________

3. "Your shirt is clean but your fingernails are dirty."

   a) Principle Violated: ______________________

   b) Revised Statement: ______________________

4. "I don't think that we got much accomplished today."
   a) Principle Violated: ______________________________
   ____
   ____
   ____
   b) Revised Statement: ______________________________
   ____
   ____
   ____

5. "Here, let me write that I'm so much better than you at handwriting."
   a) Principle Violated: ______________________________
   ____
   ____
   ____
   b) Revised Statement: ______________________________
   ____
   ____
   ____

After ensuring that the contingency statement is based upon a relevant employment concern, is realistic, and is based upon client responsibility- taking, you are now in the position to assist the client in translating the contingency statement into a counselling goal or action plan.

Refer to ACEC Cassette #1, Side B,
for sampling of counsellor-client
dialogue involved in ACEC Task #9

SECTION D

Employment Counselling Goal or Action Plan

ACEC Task #10: Assist client in translating the selected contingency statement into a mutually agreed-upon counselling goal or action plan on which the client is committed to work.

The aim of the ACEC is to provide a structured interview in which the client's employment concern is clarified and translated into an employment counselling goal leading to employment.

Because the taking of your client's concerns and translating them into employment counselling goals is a challenging task, it is imperative that you understand the nature of your client's concerns and the conditions under which they occur. Lack of clarification can result in negative feelings as is evident in the following case:

> Diane went to an employment counsellor for tests to aid her in making a career decision. She became very upset when the employment counsellor attempted to get her to provide information about her personal feelings and lifestyle instead of presenting her with factual test results. After the second session, she quit and decided to go elsewhere.

As your client and you reach an understanding of the client's concerns, the type of goal(s) most appropriate to the situation should become increasingly clear. However, the clarification of client concerns does not guarantee that the identification of employment counselling goals will be done without difficulty. Krumboltz and Thoresen (1969) list several common barriers that counsellors often have to face as they attempt to define outcome goals with their clients:

1. The client views his/her problem as someone else's problem.
2. The problem is the client's absence of a goal.
3. The problem is that a behaviour desired by the client is undesirable.
4. The problem is that the client does not realize that his/her behaviour is inappropriate.
5. The problem is a choice conflict within the client.
6. The problem is a vested interest of the client in not identifying any problem.

In addition, Krumboltz and Thoresen have noted that rarely does a client begin by requesting assistance in achieving specific behaviour changes. Instead, clients are frequently unclear about the goals that they would like to attain as the result of the counselling process. For example, clients may realize that they are unhappy and are experiencing stress. They, therefore, seek employment counselling in the hope of alleviating their job-related stress and unhappiness. The concepts they use in describing their concerns, however, are frequently vague and abstract and are rarely expressed in terms of counselling goals. Rather, clients often express their concerns as feelings. For example, instead of saying, "I want to be able to go to a job interview without being nervous", the client is likely to say, "I am scared". Or, instead of saying, "I want to find part-time employment to help pay the family bills", the client is likely to say, "I feel as if I'm pinned against a wall". Likewise, rather than saying, "I want to take courses in order to upgrade my typing skills", the client may say, "I am feel empty" or "I'm at "loose ends".

In other words, a personal characteristic or feeling has been described rather than the ways in which the concern can be dealt with. Thus, it becomes your role as an assessment counsellor to help your client to speak in terms of goals to be achieved; that is, what the client would like to achieve as a result of the employment counselling process. In what ways would s/he like to act differently when s/he is feeling "scared", pinned against a wall, "empty", "at loose ends"...?

Let us look at some stated concerns and the desired goals that might result from them.

CONCERN	GOAL
Feeling as though I am not worth much, totally inadequate	To maintain steady employment
Feeling that I am being under-utilized at work	To initiate a project
Feeling restricted to manual work	To upgrade skills
Always being teased at work	To learn to deal with fellow workers

Notice that in the above examples the stated concern describes the situation as it is now, whereas the desired goal describes the situation as the client would like it to be. The client's gathering of information regarding self and the world of work, and the proper integrating and processing of such information, is vital for the success of the ACEC. Success is enhanced through the client's use of the assisted service by cooperative diagnosis and mutual formulation of counselling golas or action plans.

It is from contingency statements that a counselling goal is delineated and it is through the suggested process of generating contingency statements that commitment of the client to the counselling goal is assured. It is well-known that the decision to embark on a corrective course of action (i.e., counselling goal) in itself constitutes a change than can have remarkable benefits even prior to the actual intervention stage of the employment counselling process.

Within the ACEC there is a logical progression from the initial eliciting of the clients employment related concern to the formulating of the counselling goal or action plan. As in everything else, if you have not been successful in eliciting a relevant client concern through inadequate use of communication skills or through inadequate development of a collaborative relationship, the counselling goal formulated, therefore, likely will not be appropriate. Worded in the terminology of some computer programmers, "Garbage in. . . garbage out!" Worded in the terms of the football coach "Negative outcomes generally are the result of missed assignments in the basics."

In order to obtain a mutually-agreed-upon goal, it is important that the assessment counsellor continually seek ***feedback*** as to the client's personal response to each of the client's employability strengths and barriers drawn out. Likewise, knowledge of CEIC programs and services is a very important component of the assessment counsellor's specific content skills. From an employment counselling viewpoint, such knowledge is one of the easiest competencies to acquire when compared with knowledge of ***human learning***, ***development*** and ***motivation***, or when compared with the more functional skills of trust building, problem-solving, ***et cetera***.

The contingency statement arrived at to this point is closely akin to the counselling goal or action plan. In the translation of the counselling goal or action plan from the contingency statement, your main focus is to ensure that as many of the criteria of a counselling goal statement are met as are feasible under the circumstances.

That is, as an assessment counsellor, you should see to it that the counselling goal is ***mutually-derived*** and ***mutually-agreed*** upon by the client and counsellor takes into account the ***client's***

employment strengths and barriers, deals with a ***relevant employment concern***, is ***reasonally attainable***, and is ***worded in as concrete and in as specific terms as is possible***. Such wording provides clear direction to the client in requesting counselling intervention services. Within the intervention stage, breakdown of the counselling goal into more specific and measurable sub-goals is effected with added attention to the criteria of time requirements, efficient and effective intervention strategies to be used, and acceptable level(s) and conditions of performance.

The goal essentially is a contract that the client, through collaborative effort with you, makes to him/herself regarding employability. At this stage of contracting, you collaborate as a concerned and responsible witness. The responsible-caring dimension of witnessing ensures that you will not be partner to a goal judged by the client or judged by you to be non-productive for the client. Likewise, you will see to it that the contract thus formed is as complete as possible concerning the "what", "how well", "where" and "when" criteria.

It is important that the counsellor in the subsequent intervention stage of employment counselling initiate contact with the client with focus on the goal(s) delineated in the assessment stage and with focus on the client's commitment to work on such goals. Of course, since the same collaborative relationship is emphasized in both stages, the client may propose additional, more specific goals throughout the intervention stage. Such change, however, can not be done in a flippant or in any other irresponsible manner.

It is to be noted that as the client achieves the sub-goals to employment, his/her actual occupational preference may change. For example, we do know that the way a person views oneself may affect one's occupational preferences. As such, as the client increases in ***self-esteem*** through intervention activities, the client may change his/her conception of the vocational area in which s/he is willing to make effort at obtaining work.

Although greater practice in the translating of more general goals to more specific goals is effected in Module II (Individual Intervention) of the employment counselling program, some preliminary discussion of counselling-derived goals within the employment counselling process is discussed below. Specifically, client-counsellor benefits from goal delineation is covered.

Client-Counsellor Benefit from Goal-Delineation. As previously indicated, your major task within the ACEC is to assist your client in identifying goals which will direct his/her learning activity in the intervention (individual, group or self) stage of the employment counselling service offered.

The formulation of employment counselling goals plays an integral part in the systematic employment counselling process. Unless specific, observable goals - and client commitment to these goals -

is attained, no further progress is possible. Let us now briefly examine specific benefits of the clear identification of goals within the employment counselling process.

The setting of goals benefits the ***client*** in several ways:

1. ***For the Client, Goals are targets***

   Stating a goal in specific terms helps a client to direct his/her thought and work toward a given end. Setting a goal involves more than stating where a client is headed; it involves specifying where a client hopes to be when s/he is finished. Whether the client's goal is "passing an employment test" or "writing a good résumé", the client is setting his/her energies in motion toward reaching a specified end. Were the client to say, "I don't like what I am doing," the client might be voicing a need for change, but what change would s/he like to make?

2. ***For the Client, Goals are motivators***

   Goals are most motivating when they are explicity stated and are readily attainable. Vague goals usually fail to spark a client's enthusiasm. The client would likely be motivated to "learn six essential job specific social skills," but might feel uninspired to "get along better with his/her fellow employees." Likewise, immediate or short-term goals tend to motivate one to make effort toward them, while remote or long-term goals tend to be less motivating. "Preparing for a job interview this morning" and "calling up several potential employers today" are immediate, attainable goals. Longer term goals such as "improving typing skills by taking a course" or "selecting a career area sometime this year" can too easily be put off and even forgotten, whereas competing goals, such as "earning $I0 for Saturday night" command one's attention.

One difficulty in formulating contingency statements and counselling goals is that the discrepancy between the client's present functioning and desired future functioning may be viewed not only as a positive motivating factor in "closing the gap" but may be viewed as a more negative "turning off" factor with emphasis on the size of the gap to be bridged. It is important for you to be aware of the double-edged feature of such information and to offset possible negative factors by frequent use of encouragers as to the tasks
completed by the client. The specific form of the encouragement used will vary with client characteristics and your own comfort levels. One suggestion would be to draw a visual line for the time from the client's initial contact with you to the goal delineation (Figure4.5).

FIGURE 4.5: ACEC Task Accomplishment Time Line

Initial Contact
t^1
evidence
t^n
evidence
Counselling Goal Statement or Action Plan

On the line, mark specific tasks or sub-tasks (e.g., ACEC Tasks #1-10, Figure 1.2) which have acted as stepping stones to the definition the ACEC counselling goal. As each stepping stone is defined and evidence presented as to its completion, record it on the ACEC Task Accomplisnment Time Line and celebrate the progress! Suggestions for encouragement offered within ACEC Task #7c could be reviewed for this purpose.

The observing of progress and the shared celebration can be a heartening experience for the client and can help to avoid or lessen the possible discouragement derived from too early focus on what is to be accomplished. The client should be encouraged to carry on such a time line throughout his/her work within the CEC.

3. ***For the client, Goal attainment is rewarding***

   As a goal is approached, effort tends to be increased (Gordon, 1963). When a goal is nearly complete, it is very difficult to distract the client from reaching the goal. The closer the goal, the greater its drawing power. Extrinsic rewards represent an obvious reason for desiring completion, but goal attainment provides intrinsic rewards as well. The knowledge that "I did it!", "I can do it!", or "That task is finally over!" is rewarding in itself. Further, if goal attainment has been a pleasant experience, the reward of completion makes us want to move on and to set higher standards or to attempt to reach new goals. Because we all like to experience success, the knowledge that we have set a goal and reached it, is rewarding.

4. ***For the Client, Goals provide for planned change***

   In the helter-skelter existence that many of us experience, we often see that change is needed; we may have the best of intentions about making changes; but often are pulled in many directions, and, thus, never quite get ourselves into motion. A client may have some feeling that change is needed, but may need help in clarifying the alternative goals that are available. Goals provide a way for the client to consider changes that s/he would like to make, record them in writing if need be, and then work toward effecting that change s/he desires.

The need for the counsellor and client to decide on mutually-agreed-upon goals or action plans which, when accomplished, will enhance client employability, thus, is based on the contention that clarity of the goals and sub-goals to effective employment increases the probability of attainment of effective employment. This is so because with clear goals both you and your client have a better understanding of what is to be accomplished. This better understanding permits you to work more directly with your client concerns. The intervention component of employment counselling, thus, becomes more time effective. During the intervention phase, you cooperate more directly since your client knows exactly what is to be done. Likewise, you are in a better position to select viable techniques and strategies when your client and you have specific goals that must be met. Finally, both your client and you are in a better position to recognize progress, a rewarding experience in its own rights.

When goals are stated concisely and in objective terms, they also are of benefit to the employment ***counsellor*** in two particular ways:

1. ***For the Counsellor, Goals provide feedback***

   An understanding of where a client is now and where the client wants to be strengthens the counselling process in two main ways. First, it allows the counselling intervention to be tailored to the client's needs. In addition, within the intervention component of employment counselling goals are time effective. During the intervention component, you are able to enlist your client's cooperation more directly since your client knows exactly what is to be done. Likewise, you are in a better position to select viable techniques and strategies when your client and you have specific goals that must be met. Finally, both your client and you are in a better position to recognize progress, a rewarding experience in its own right. Second, it provides an objective measure of the success of the counselling intervention. For example, concrete goals for improving employability can be established in the areas of appearance and hygiene. An employment counsellor working with a man who initially appears unshaven and in dirty clothes may set a behaviour-change goal of having the client himself cleanly shaven and in neat and appropriate attire. Typically, of course, most counsellors notice changes in a client's appearance. But stating the goal specifically allows the employment counsellor to document that change.

2. ***For the Counsellor, Goals result in better caseload management***

   Assuming that client goals have been explicitly stated and are readily attainable, employment counsellors are then in a position to determine which kinds of clients should get priority service and which show the most progress in moving toward greater employability. Also, those employment counsellors possessing a particular talent in working with clients having specific barriers to employment may be assigned those particular cases. This will, of course, be beneficial not only to the employment counsellor but also to the client.

In order for the goal-setting process to be effective, involvement of yourself as well as your client is stressed. Often, the discussion of goal-setting is construed to mean that you listen to your client, make a mental assessment of the problem and prescribe a goal. In fact, such a precedure is doomed to failure. The nature of employment counselling is such that your client must actively be involved in the establishment of goals. Otherwise, participation is directionless.

An important skill of the assessment counsellor at this stage in ensuring commitment client is that of providing, or drawing from the client, an evaluative summary of the interview. Such a summary includes both: content and process, i.e., what areas were covered, and why they were covered; some feedback to the client as to how his/ her verbal and non-verbal behaviour may provide data on employability; a review of goals set; and an estimate of the client's motivation to accomplish such goals. The evaluative summary helps to demonstrate the counsellor's empathy, helps to maintain the partnership nature of the ACEC, and ensures that there is mutual agreement as to efficacy of the effort.

This summary could be facilitated by a ACEC form similar to that provided in Figure4.6. The form could be completed by the counsellor; or for that matter the counsellor could initiate the completion of the form by requesting the client to fill it out for discussion of and possible revision by the counsellor and client. Once completed, a carbon copy could be provided to the client.

Commitment to the counselling goals arrived at during the ACEC is best attained when the goals are defined as fully as possible. As the client is committing him/herself to work on the mutually-agreed upon counselling goal (within the ACEC, such commitment translates itself at its lowest level merely with the contract that the client will show-up for the first intervention interview), you should be alert for signs that the client may not adhere to the contract. In such cases the body language may be incongruent; as when, for example, the client shakes his/her head negatively while speaking positively.

Other possible indicators of non-commitment may be evidenced in the client pushing his/her hands as if to keep the counsellor at a distance. Likewise, the use of ambivalent language such as, "I think I can say that I will work on this goal", or "Maybe I should work on this".

When a person knows that s/he will continue through to the intervention stage, s/he usually reports and demonstrates a change in his/her feelings. Nonverbally, his/her voice usually strengthens and his/her gestures become more congruent. Verbally, the client reduces his/her use of non-commited phrases, like: "I'll think about it"; "I'll be in touch"; "I would like to, but..."; "I can't..."; "I wish..."; "If it weren't for..."; "I should..."; and "I might be able to do it". Such phrases signal a "do nothing" stance. Variations of the phrase "I ***will***...", signal committment to the counselling goal.

Figure 4.6: Assessment of Employment Need

Date:________

Name of
Applicant
for Services:__________________

Name of
Counsellor:__________________

Employment Concern:______________________________________
____
____
____
____
____
____

Employment Constraints:____________________________________
____
____
____
____
____
____

Strengths and Barriers to Employment:_________________________
____
____
____
____
____
____

Employment Counselling Goal or Action Plan:____________________
____
____
____

If you sense that the client presently has commitment to work on intervention strategies but may be unable to maintain his/her commitment to initiate the intervention stage, you may wish to have the client pretend that s/he has just left the CEC and to fantasize aloud, in the present tense, what s/he is doing, thinking and feeling from the moment s/he leaves the CEC until s/he returns for the next interview. As the client fantasizes aloud, you can stop him/her anytime s/he reports hesitation in commitment in action, thought or feeling in order to ask what s/he will do to maintain present commitment. Specific action strategies, (e.g., stop action, support person to contact), may be taught at this time. Having the client plan ahead what s/he can do to maintain commitment is a useful insurance for maintenance of client's attainment of employment counselling goals.

Another strategy to check commitment to the counselling goal would be to ask the client what "could happen" that would result in the client changing his/her mind about his/her present commitment.

e.g.,Counsellor: You say that you will return next week to work on the goal of . . .(specify) Is there anything that could happen that you'd use as an excuse not to come?

Client: I can't think of anything

Counsellor: Think about it. Take your time. Will you decide to come next week no matter what happens?

Once again, commitment to the counselling goals arrived at during the ACEC is best attained when the goals are specified as to the:

1) increased employability opportunities derived from meeting such goals;
2) relevance to the client's personal and work values;
3) client's direct control in meeting such goals;
4) time and effort required of the client in the meeting of such goals; and
5) client's ability to achieve such goals.

An apparent danger to which the counsellor must always be alert with the ACEC is that the push to make a decision by the end of the interview may result in the client being forced into stating a premature choice of concern on which to focus in subsequent aid obtained under CEIC auspices. Although an objective of the counsellor within the ACEC is to be as correct as possible in the ***content*** of the aid to the client, it must be borne in mind that an important component in the job of the counsellor is to ***initiate*** a ***process*** of responsible problem-solving ***by the client*** That is, after the ACEC, the client presents him/herself to the employment counsellor dealing with the intervention component as an individual taking charge of his/her own life and seeking specific aid. Such a procedure places ***problem ownership*** more squarely upon the client. Thus, you must believe in the value of the ***problem-solving*** process, and be comfortable with the realization that, although in many cases you have correctly diagnosed and obtained client agreement as to the ***apparent*** employability barrier of the client, you may not have been privy to the ***actual*** employability barrier which emerges in subsequent client-counsellor contact.

A decision to be made after the commitment of the client to work towards mutually-agreed-upon goals is that of whether the service to the client in the attainment of such goals is within or outside of the services and programs offered by the CEIC. If it is decided that outside assistance is required, is immediately available, and that the client is neither in need of nor could s/he benefit of from CEIC supportive service preliminary to the engagement of such assistance, then it is important that you clearly recognize that any additional CEIC service at that time may be superfluous. If additional CEIC service is superfluous, clear discussion with the client and proper referral, followed by suspending any subsequent CEIC service to the client until the client has availed him/herself of the recommended outside assistance, is an ethical procedure to be followed. Of course, adequate follow-up is to be maintained with clients referred to outside agencies. In all this, you are expected to act in accordance with the Employment Manual guidelines.

In emphasizing the dynamic nature of the assessment process, one could argue that a helpful additional activity within the ACEC counselling, after the client has made commitment to work on specific goals, would be the assignment of specific tasks to be accomplished prior to the next scheduled interview. Such homework assignments help to maintain motivation and help to focus the next interview, not only on the previosuly delineated goals, but also on the interim progress in the attainment, or preparation for the attainment, of the previously derived goals.

Client commitment to the goal or counselling-derived prescription is worked on from the initial contact within the ACEC with its stress upon collaboration in clarifying the client's employment concerns. Having a clear counselling goal or counselling derived prescription allow the client the opportunity to work creatively at shaping his/her employability; as opposed to passively being bounced about by the demands of the work world or, indeed, the presently-conceived CEIC services and programs. In a word, the client has become ***enabled*** to pursue services in a direct and open-minded manner. This concept of "citizen enablement" (self-management, self-directedness, savvy, empowerment, ability to make wise use of CEIC services), encompasses the essence of the impact of the ACEC in respect to movement of the client towards open-eyed integration into our Canada labour market.

Skillful problem-solvers recognize their own personal values and abilities, use relevant information and have effective strategies for converting the information into action. ACEC services to non-job-ready clients is directed at assisting them in becoming skillful problem-solvers. Summarized in Figure 4.7 are the ten ACEC Tasks and the accompanying employment counsellor competencies required to fulfil each task.

Refer to ACEC Cassette #1, Side B,
for sampling of counsellor-client
dialogue involved in ACEC Task #10

Figure 4.7: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1—10

Counsellor Competency / ACEC Task	Relationship 1	Purpose 2	Concern 3	Constraint 4	Clarify Constraint (Content & Feeling) 5	(Strengths & Barriers) 6	(Assumptions) 7	Contingency 8	Clarify Contingency 9	Goal 10
COMMUNICATION SKILLS										
Attending	* *	*	*	*	* *	* *	*	*	* *	*
N-V Communication	*		*		* *		* *		*	
Questioning		*	*	*		* *	* *	*	* *	
Paraphrasing	*	*	* *	* *	* *	* *			* *	* *
Reflection of Feeling	*	*	* *	*	* *	* *	*		* *	* *
Feedback					*	* *	* *		*	
HELPING RELATIONSHIP SKILLS										
Empathy	*	*	* *	* *	* *	* *	* *		*	*
Respect	*	*	*	* *					* *	* *
Genuineness						* *	*		*	* *
Self-Disclosure				*		*			* *	* *
Concreteness		*	*	* *	*	* *	* *		* *	* *
Confrontation					*	* *	*		* *	*
Immediacy							* *		* *	
Encouragement	*	*	*			*	* *	*	* *	* *
ATTITUDINAL										
Responsible Caring	*	*	*	*	*	*	* *	*	* *	* *
Optimism	* *	*	*	*	*	*	*	*	[illegible]	* *
Confidence	* *	*	*	*	*	*	*	*	*	* *
Adaptability/Flexibility	* *	*	*	*	* *	*	*	*	*	*

Figure 4.7: Summary of Counsellor Competencies Required to Fulfil ACEC Task #1—10 (Continued)

	1	2	3	4	5	6	7	8	9	10
CEIC										
Goal and Objectives of Employment Counselling		* *								* *
Goal, Objectives and Tasks of the ACEC		* *							* *	
CEIC Documentation	*					*		*	*	* *
CEIC Services and Programs		*								* *
Labour Market			*			* *	*	* *	* *	* *
COUNSELLING PROCESS										
Interview Function	*	*								
Problem-Solving		*			*	*	*		*	* *
Desired Counsellor-Client Roles	*	* *								* *
Irrational Beliefs						* *	* *			
HUMAN DYNAMICS (Valuing Process)										
Valuing				*	*	*	* *		*	* *
Work Motivation			*		*	* *	* *		* *	* *
Counsellor Values	* *			*	*				*	*
(Change Process)										
Client Employability Strengths & Barriers		* *		*	* *	*		* *	*	
Adult Development			*	*	*	*	*			*
Locus of Control	*		*		*	* *	*	* *	* *	* *
Problem Ownership			*		* *	*	*	* *	* *	* *
Coping Behaviour *vs.* Defensive Behaviour	*				*	*	*		*	*

Practice Exercises

Activity Ten

Distinguish a "contraint statement" from a "contingency statement" by writing the general format/formula for each of the two types of statements.

Practice Exercises

Activity Eleven

On the following pages, write twenty counselling goals that you have derived with non-job-ready clients you have counselled.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

Activity Twelve

Counselling goals are always written in behavioural terms; that is, they must contain an action verb. If any of the goal statements you wrote in Activity Eleven do not meet this requirement, rewrite the goal statement in behavioural terms.

Self-Evaluation: ACEC Tasks

Self-Evaluation

4.8 Write a one-sentence description of each of the ten ACEC tasks.

4.9 Judge the following client statements as statements of

A) Complaint
B) Constraint
C) Contingency
D) Counselling goal

( ) 1. If I am going to get a modelling job, then I will have to lose some weight.
( ) 2. You can't help me get a job.
( ) 3. To devise a plan for getting my employment counselling appointment on time.
( ) 4. They wouldn't hire me.
( ) 5. If I am going to get any benefit from the CEC services, I will have to at least try to get along with my counsellor.
( ) 6. You can't help me get a job because I don't like you.
( ) 7. To explore my typical reactions to people in order to improve my social relations with work colleagues.
( ) 8. I hurt my feelings because of the things I told myself about my foreman's reaction to me.
( ) 9. I get too tense to do the job.
( ) 10. If I'm going to get up in the morning and get to work on time, then I will have to do something about my depression.
( ) 11. No one in the course likes me.
( ) 12. They wouldn't hire me because I'm too heavy.
( ) 13. To assertively express my response to my foreman when he yells at me to work faster.
( ) 14. I can't help the way I feel.
( ) 15. If I'm going to do the job properly, then I must learn to control my tenseness.
( ) 16. I can't get up on the morning because I'm too depressed.
( ) 17. To devise a workable weight-loss program.
( ) 18. If I am to work with that foreman, I will need to learn to control my feelings about her.
( ) 19. I can't do the job.
( ) 20. To be able to relax sufficiently when asked to answer the office phone so that I can transfer the call or take a message.
( ) 21. I can't get up in the morning.
( ) 22. To explore ways of dealing with my depression.
( ) 23. If we are to continue our appointments, you will have to come on time.
( ) 24. I'm always late for appointments.

4.10 Match the description provided in Column B with the counsellor relationship skill listed in Column A.

Column

( ) 1. concreteness
( ) 2. confrontation
( ) 3. empathy
( ) 4. encouragement
( ) 5. genuineness
( ) 6. immediacy
( ) 7. respect
( ) 8. self-disclosure

A ColumnB

A. focus upon congruence
B. focus upon discrepancies
C. focus upon effort
D. focus upon revealing oneself
E. focus on specificity
F. focus on the "here-and-now"
G. focus on "tuning in"
H. focus on valuing

CONCLUSION

You now have completed the preliminary examination of the ten ACEC tasks and the accompanying required competencies. Such examination allows you to deepen your personalization of the competencies in conducting an assessment interview. Provided in the next chapter are exercises designed to help you consolidate your understanding needed for participation in the planned workshop experiences.

Please complete the "User's Evaluation of Chapter Four" form before going on to Chapter Five.

Suggested Readings

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Appendix 4.A

Sample Responses to Practice Exercises

Check your responses to the
practice exercises with the
text of Chapter Four and
with your support-person.
Sample responses also are
provided on ACEC Cassette #2.

Appendix 4.B

Suggested Answers to Self-Evaluation Questions

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Suggested Answers to Self-Evaluation Exercises: Chapter Four

4.1 Distinguish client coping behaviour from client defensive behaviour in respect to the role of conflict and anxiety.

Coping behaviour refers to the client's efforts at reducing or removing conflict which gives rise to anxiety; whereas defensive behaviour refers to the client's efforts at reducing the anxiety by denying the conflict.

4.2 Select the three general dimensions of the valuing process from the following list.

( ) Knowing
(#) Acting
( ) Scheming
(#) Choosing
( ) Drawing
( ) Writing
(#) Prizing

4.3 Select the seven more detailed steps of the valuing process from the following list.

(#) choose from alternative
( ) choose diligently
(#) choose after considering consequences
(#) choose freely
(#) prize
( ) reject
( ) act correctly
(#) act consistently
(#) act publicity
( ) act morally
(#) act repeatedly

4.4 Describe the three major sub-processes of ACEC Task #7.

a) identify and state the underlying value or assumption in the client's constraint statement;

b) help the client to judge the stated value or assumption as constructive or as self-defeating;

c) help the client to formulate a more productive value or assumption and commit him/herself to it.

4.5 What is encouragement?

Encouragement is the process of focussing on individuals' assets and strengths in order to increase their self-confidence and to prepare them for self-sufficiency and contribution.

4.6 Classify each of the following principles as being indicative of encouragement (E) or discouragement(D).

(E) 1. Awareness of discouragement/encouragement self-behaviours/ attitudes
(E) 2. Commend effort
(E) 3. Build on strengths
(D) 4. Work for perfection rather than for improvement
(D) 5. Provide a very loose structure without well-defined standards
(E) 6. Develop self-sufficiency
(E) 7. Allow client to be responsible
(E) 8. When rejecting client's behaviour do not reject client
(E) 9. Reflect feeling
(D) 10. Don't expect the client to succeed
(D) 11. Focus on defining the counselling goal immediately rather than on movement toward the defining of the counselling goal.
(E) 12. Respect the client
(E) 13. Start with the client's present level of functioning
(E) 14. Take away the stigma of failure
(E) 15. Develop the courage to be imperfect
(E) 16. Develop an optimistic approach
(D) 17. Focus on the individual's looking good rather than on the task being accomplished
(E) 18. Encourage freely and without reservation.

4.7 For the following examples of discouraging statements

a) identify one encouragement principle that has been violated, and
b) revise the statement in order to make it more encouraging.

1. "Can't you get it through your thick skull that I'm here to help you to formulate on employment counselling goal! Let's get on with it."

a) Principle Violated: ***Start with the client's present level of functioning.***

b) Revised Statement: ***We don't seem to be very clear on your actual employment concern. Let's spend some time on that before formulating a counselling goal.***

2. "That's a stupid assumption!"

   a) Principle Violated: ***Build on strengths.***

   b) Revised Statement: ***I appreciate the effort you're putting on looking at possible assumptions. Let's look at some more.***

3. "Your shirt is clean but your fingernails are dirty."

   a) Principle Violated: ***Don't tack on qualifiers.***

   b) Revised Statement: ***Your shirt is clean - that's a good start on improving your job appearance.***

4. "I don't think that we got much accomplished today."

   a) Principle Violated: ***Build on strengths.***

   b) Revised Statement: ***So far we have accomplished a very important task. We've gotten a clear idea of what is the purpose of our meeting together - formulating an employment counselling goal or action plan.***

5. "Here, let me write that I'm so much better than you at handwriting."

   a) Principle Violated: ***Do not do for the client what s/he can do for him/herself.***

   b) Revised Statement: ***Go ahead. Write it down.***

4.8 Write a one-sentence description of each of the ten ACEC tasks.
(Refer to Figure 1.2)

Task #1: et a working (partnership) relationship established.
Task #2: Effectively communicate the purpose of the ACEC.
Task #3: Obtain a statement of employment concern.
Task #4: Clarify the concern and obtain a statement of constraint.
Task #5: Clarify the content and feeling components of the constraint.
Task #6: Clarify the client's strengths and barriers in relation to the identified constraint.
Task #7: Clarify the underlying values or assumptions of the constraint.
Task #8: Obtain a contingency statement.
Task #9: Check out the contingency statement.
Task #10: Obtain a mutually-agreed-upon counselling goal.

4.9 Judge the following client statements as statements of

a) complaint
b) constraint
c) contingency
d) counselling goal

(C)1
(A)2
(D)3
(A)4
(C)5
(B)6
(D)7
(B)8
(B)9
(C)10
(A)11
(B)12
(D)13
(A)14
(C)15
(B)16
(D)17
(C)18
(A)19
(D)20
(A)21
(D)22
(C)23
(A)24

4.10 Match the description provided in columnB with the counsellor relationship skill listed in ColumnA.

(E)1
(B)2
(G)3
(C)4
(A)5
(F)6
(H)7
(D)8

User's Evaluation of Chapter Four

USER'S EVALUATION OF CHAPTER FOUR

DATE

USER'S POSITION TITLE

USER'S REGION

1. Indicate your evaluation of Chapter Four on the following characteristics.

	Rating characteristics	Excellent	Good	Average	Below Average	Poor	No Opinion (N/O)	Not Applicable (N/A)
a)	Relevance of the material to your work							
b)	Coverage of the content							
c)	Writing style							
d)	Readability							
e)	Visual appearance							

		Yes	No	N/O	N/A
2. a)	Is the vocabulary appropriate for you? (If no, please specify on an additional sheet vocabulary which is inappropriate.)				
b)	Do you view the objectives for Chapter Four to be important for your work? (If no, which objectives are not seen to be important? Please specify on an additional sheet.)				
3. a)	Were you able to find someone with whom to talk over the content of Chapter Four?				
b)	If you answered "Yes" to Question 3(a), was the contact important to your learning?				

USER'S EVALUATION OF CHAPTER FOUR (cont'd)

4. "It would be helpful to me if Chapter Four contained more, the same, or less . . .".

Dimensions / Rating	More	The Same	Less	No Opinion (N/O)	Not Applicable (N/A)
a) Practice Exercises					
b) Charts					
c) Figures					
d) Examples					
e) Suggested Readings					
f) Self-Evaluation Questions					
g) Variety					
h) Other (please specify)					

	Yes	No	N/O	N/A
5. a) In studying the material in Chapter Four, did you learn something new?				
b) Were you reinforced in something you already knew?				

USER'S EVALUATION OF CHAPTER FOUR (cont'd)

6. What in the material of Chapter Four did you find ***most*** valuable? Explain why.

7. What in the material of Chapter Four did you find ***least*** valuable? Explain why.

8. Individual performance often is rated as "excellent", "satisfactory", "poor" and "totally inadequate". Suppose this material were graded in the same way. Circle the rating you would give this material.

ExcellentSatisfactory Poor Totally Inadequate

9. Additional comments you may wish to make.

Please forward completed
User's Evaluation form to:

Director
Employment Counselling Division
Occupational and Career Analysis
and Development Branch
CEIC
Ottawa

Attention: ACEC Co-ordinator

THE ASSESSMENT COMPONENT OF EMPLOYMENT COUNSELLING

CHAPTER FIVE

ASSESSMENT COUNSELLING INTERVIEW CASE STUDIES

Give a person a fish
and the person can eat for a day.
Teach a person to fish
and the person can eat for the
rest of his/her life.

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Learning Objectives

Upon completion of Chapter Five, you will be able to:

5.1 Present a critique of an audio-taped counsellor-client interaction involving the ACEC; and

5.2 Identify, describe and use individualized counsellor competencies required to perform the ACEC.

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Introduction

The material presented in this Chapter is centred on the conducting of the total assessment component of employment counselling within a CEC. As you know, the ACEC has been designated as that cyclical process, involving non-job-ready employee-clients, in which emphasis is placed upon helping such clients become more actively involved in clarifying and in dealing with their employment concerns.

Involvement in the required counselling intervention, or in self-managed intervention, and movement into effective employment would be the typical sequence to the ACEC interview.

Covered in the learning materials provided in the ACEC Module to this point have been the knowledge, attitudes and skills required of the employment counsellor to accomplish the ten assessment tasks. By way of summary and reinforcement of the knowledge, attitudinal and skill components provided, you are now directed to the study of verbatim case study examples of ACEC interviews. These interviews are discussed and critiqued according to the criteria emphasized within this Module. The same criteria will be used in critiquing the ACEC interviewing skills practised during the upcoming workshop session.

Generation of ACEC Critique

Through the following seven activities you will be directed to the completion of a critique of an ACEC interview. Such a critique precludes a review of the competencies dealt with throughout this ACEC module.

Activity One

Listen to the entire taped ACEC Interview #1 provided (ACEC Cassette#3, Side A). Focus upon the counsellor's behaviour. Record any comments you may have as to the effectiveness of the counsellor in conducting the ACEC. These comments may be discussed with your support-person and within the workshop sessions.

Activity Two

Record anything that you would have done differently had you been the employment counsellor depicted in ACEC Interview #1. Bring your recordings to the workshop sessions for discussion with other participants.

Activity Three

Re-study the taped ACEC Interview #1 and complete the instrument provided in Figure 5.1. It is not important at this time for you to have the same meaning as everyone else for each rating dimension. What is important is for you to listen to a taped ACEC interview in a systematic fashion, i.e., looking for the accomplishment of each of the ten ACEC tasks. Consistency of meaning will be acquired throughout the workshop sessions.

Figure 5.1: Assessment Counsellor Observation Sheet (ACEC Tasks)

ACEC Task or Dimension Observed	Rating (encircle)					
	Unsatisfactory			Satisfactory		
ACEC Task #1: Collaborative Relationship						
1. Initiating of collaborative relationship	−2	−1	0	+1	+2	N/A
2. Greeted client by name	−2	−2	0	+1	+2	N/A
3. Your sense of ease	−2	−1	0	+1	+2	N/A
4. Your attempt(s) to put client at ease	−2	−1	0	+1	+2	N/A
5. Maintenance of a collaborative relationship throughout the interview						

'Note: N/A = Not Applicable

ACEC TASK #2: Purpose of ACEC						
6. Counsellor's clarity as to the purpose of the ACEC	−2	−1	0	+1	+2	N/A
7. Counsellor's statement of the purpose of the interview	−2	−1	0	+1	+2	N/A
8. Counsellor's check on the client's perceived purpose of the interview	−2	−1	0	+1	+2	N/A
9. Counsellor's check on the client's agreement as to the goal of the ACEC	−2	−1	0	+1	+2	N/A
10. Counsellor's check on the client's willingness to work towards the ACEC goal	−2	−2	0	+1	+2	N/A

Figure 5.1: (cont'd)

ACEC Task or Dimension Observed	Rating (encircle)					
	Unsatisfactory			Satisfactory		
ACEC Task #3: Concern Statement						
11. The clear statement of the client's employment concern	−2	−1	0	+1	+2	N/A
12. Your clear communication to the client of your understanding of the client's employment concern	−2	−1	0	+1	+2	N/A
13. The clarification of the client's employment concern	−2	1	0	+1	+2	N/A
ACEC Task #4: Contraint Statement						
14. The obtaining of a constraint statement	−2	−1	0	+1	+2	N/A
ACEC Task #5: Clarification of Constraint Statement (Content and Feeling Components)						
15. Clarification of the *content* component of the constraint statement	−1	−1	0	+1	+2	N/A
16. Clarification of the *feeling* component of the constraint statement	−2	−1	0	+1	+2	N/A
ACEC Task #6: Evaluating Client Employment/Employability Strengths and Barriers						
17. Evaluation of client's employment/employability *barriers*	−2	−1	0	+1	+2	N/A

Figure 5.1: (cont'd)

ACEC Task or Dimension Observed	Rating (encircle)					
	Unsatisfactory			Satisfactory		
18. Evaluation of client's employment/employability *Strengths*	−2	−1	0	+1	+2	N/A
19. Relating of client's employment/employability strengths and barriers to a particular job or job cluster	−2	−1	0	+1	+2	N/A
20. Obtaining of client's general view of his/her control over the stated strength(s) or barriers(s)	−2	−1	0	+1	+2	N/A
ACEC Task #7: Clarification of Constraint Statement (Underlying Value or Assumption)						
Task #7a: Identifying and Stating						
21. Ease of identification of underlying assumption	−2	−1	0	+1	+2	N/A
22. Clarity of statement of underlying assumption	−2	−1	0	+1	+2	N/A
Task #7b: Judging						
23. Acceptance by the client as to the relevance of the stated underlying assumption	−2	−1	0	+1	+2	N/A

Figure 5.1: (cont'd)

ACEC Task or Dimension Observed	Rating (encircle)					
	Unsatisfactory			Satisfactory		
24. Clear judgment made by the client as to whether the stated underlying assumption is constructive or self-defeating	−2	−1	0	+1	+2	N/A
Task #7c: Formulating a More Productive Value or Assumption						
25. If the underlying assumption was judged to be constructive, the extent of the client's recommitment to it	−2	−1	0	+1	+2	N/A
If the underlying assumption was judged to be self-defeating, the reformulation of a more productive assumption	−2	−1	0	+1	+2	N/A
AND						
commitment to that more productive assumption	−2	−1	0	+1	+2	N/A
ACEC Task #8: Contingency Statement						
26. The explicit formulatn of a *contingency* statement	−2	−1	0	+1	+2	N/A
ACEC Task #9: Clarification of Contingency Statement						
27. The testing of the contingency statement as being realistic and responsible	−2	−1	0	+1	+2	N/A

Figure 5.1: (cont'd)

ACEC Task or Dimension Observed	Rating (encircle)					
	Unsatisfactory			Satisfactory		
ACEC Task #10: Counselling Goal or Action Plan						
28. The explicit translation of the contingency statement into a counselling goal (or counselling-derived prescription)	−2	−1	0	+1	+2	N/A
29. The extent to which the counselling goal or counselling-derived prescription is:						
a) mutually-agreed-upon;	−2	−1	0	+1	+2	N/A
b) relevant to the client's employment concern;	−2	−1	0	+1	+2	N/A
c) relevant to the client's personal values;	−2	−1	0	+1	+2	N/A
d) reasonably achievable by the client;	−2	−1	0	+1	+2	N/A
e) worded in specific and concrete terms.	−2	−1	0	+1	+2	N/A
30. Degree of client commitment to work on the counselling goal or counselling-derived prescription	−2	−1	0	+1	+2	N/A

Activity Four

For any of the items in Figure 5.1 that you rated as unsatisfactory, verbally practise adding your own reply. Such practice is very worthwhile.

Activity Five

Activity Five is to be initiated only after you have completed Activities One to Four, inclusive. Within Activity Five, subject the taped ACEC Interview #2 to the interview critique described in Figure 5.2.

Figure 5.2: Assessment Counsellor Observation Sheet (Counsellor Relationship Skills)

Directions

For ***each*** counsellor relationship skill listed below:

a) Rate the counsellor's general level of functioning within the ACEC interview (Encircle the appropriate rating number beside each skill, considering "-2" as unsatisfactory and "2" as satisfactory);

b) Provide a specific verbatim example (client statement and/or behaviour plus counsellor statement and/or behaviour) from the interview; and

c) Provide an additional alternate example which may be

   i) a revision of that provided in "b" above,
   ii) another example from the ACEC interview, or
   iii) an example drawn from outside of the ACEC interview.

Figure 5.2: (cont'd)
Counsellor Relationship Skill

1. Empathy -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

____

____

____

Counsellor Statement and/or Behaviour:

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Alternate Example

Client Statement and/or Behaviour:

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____

____

Counsellor Statement and/or Behaviour:

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[1] Note: N/A = Not Applicable

Figure 5.2: (cont'd)

2. Respect -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

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____

Counsellor Statement and/or Behaviour:

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Alternate Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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Figure 5.2: (cont'd)

3. Concreteness -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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Alternate Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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Figure 5.2: (cont'd)

4. Genuineness -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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Alternate Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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____

Figure 5.2: (cont'd)

5. Self-disclosure -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

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____

Counsellor Statement and/or Behaviour:

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Alternate Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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____

____

Figure 5.2: (cont'd)

6. Confrontation -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

Counsellor Statement and/or Behaviour:

Alternate Example

Client Statement and/or Behaviour:

Counsellor Statement and/or Behaviour:

Figure 5.2: (cont'd)

7. Immediacy -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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Alternate Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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Figure 5.2: (cont'd)

8. Encouragement -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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Alternate Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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Activity Six

Subject the taped ACEC Interview #1 to the interview critique described in Figure 5.3.

Figure 5.3: Assessment Counsellor Observation Sheet
(Counsellor Communication Skills)

Directions

For each communication skill listed below:

a) Rate the counsellor's general level of functioning within the ACEC interview (by encircling the appropriate rating number beside each skill, "-2" as unsatisfactory and "2" as satisfactory);

b) Provide a specific verbatim example (client statement and/or behaviour plus counsellor statement and/or behaviour) from the ACEC interview; and

c) Provide an additional alternate example which may be

    i) a revision of that provided in "b" above,

    ii) another example from the ACEC interview, or

    iii) an example drawn from outside of the ACEC interview.

Figure 5.3: (cont'd)

1. Attending -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

Counsellor Statement and/or Behaviour:

Alternate Example

Client Statement and/or Behaviour:

Counsellor Statement and/or Behaviour:

Figure 5.3: (cont'd)

2. Non-Verbal Communication -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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Alternate Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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____

Figure 5.3: (cont'd)

3. Questioning -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

Counsellor Statement and/or Behaviour:

Alternate Example

Client Statement and/or Behaviour:

Counsellor Statement and/or Behaviour:

Figure 5.3: (cont'd)

4. Paraphrasing -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

Counsellor Statement and/or Behaviour:

Alternate Example

Client Statement and/or Behaviour:

Counsellor Statement and/or Behaviour:

Figure 5.3: (cont'd)

5. Reflection of Feeling -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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Alternate Example

Client Statement and/or Behaviour:

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Counsellor Statement and/or Behaviour:

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Figure 5.3: (cont'd)

6. FeedbacK -2 -1 0 +1 +2 N/A

Verbatim Example

Client Statement and/or Behaviour:

Counsellor Statement and/or Behaviour:

Alternate Example

Client Statement and/or Behaviour:

Counsellor Statement and/or Behaviour:

NOTE:

The activities prescribed in this chapter are very time consuming. The time spent, however, is well spent in further personalizing the necessary knowledge, attitudinal and skill competencies required of you as an assessment counsellor.

Activity Seven

Study the taped Interview #2 and critique ACEC provided (ACEC Cassette #3, Side B).

Activity Eight

In contact with clients and in listening to your own taped interviews, be on the look-out for - and celebrate - client growth in the use of the same relationship and communication skills emphasized for your use within the ACEC. Such skills, as, indeed, are all of the knowledge, attitudinal and skill competencies emphasized in this Module, empower not only the counsellor but also empower the client!

Conclusion

The ACEC has been conceptualized as a collaborative, clarifying process. You should now be very familiar with the tasks within, and the competencies required to conduct, such an interview. The workshop sessions to follow your completion of these self-study materials are designed to enable you more fully to personalize and to integrate the competencies and to share such competencies with your CEC employee-clients.

Congratulations, upon completion of this portion of the ACEC module!

Note: Please complete the User's Evaluation form at the end of this chapter.

User's Evaluation of Chapter Five

USER'S EVALUATION OF CHAPTER FIVE

DATE

USER'S POSITION TITLE

USER'S REGION

1. Indicate your evaluation of Chapter Five on the following characteristics.

Rating / Characteristics	Excellent	Good	Average	Below Average	Poor	No Opinion (N/O)	Not Applicable (N/A)
a) Relevance of the material to your work							
b) Coverage of the content							
c) Writing style							
d) Readability							
e) Visual appearance							

	Yes	No	N/O	N/A
2. a) Is the vocabulary appropriate for you? (If no, please specify on an additional sheet vocabulary which is inappropriate.)				
b) Do you view the objectives for Chapter Five to be important for your work? (If no, which objectives are not seen to be important? Please specify on an additional sheet.)				
3. a) Were you able to find someone with whom to talk over the content of Chapter Five?				
b) If you answered "Yes" to Question 3(a), was the contact important to your learning?				

USER'S EVALUATION OF CHAPTER FIVE (cont'd)

4. "It would be helpful to me if Chapter Five contained more, the same, or less . . .".

Rating / Dimensions	More	The Same	Less	No Opinion (N/O)	Not Applicable (N/A)
a) Practice Exercises					
b) Charts					
c) Figures					
d) Examples					
e) Suggested Readings					
f) Self-Evaluation Questions					
g) Variety					
h) Other (please specify)					

	Yes	No	N/O	N/A
5. a) In studying the material in Chapter Five, did you learn something new?				
b) Were you reinforced in something you already knew?				

User's Evaluation of Chapter Five (cont'd)

6. What in the material of Chapter Five did you find ***most*** valuable? Explain why.

7. What in the material of Chapter Five did you find ***least*** valuable? Explain why.

8. Individual performance often is rated as "excellent", "satisfactory", "poor" and "totally inadequate". Suppose this material were graded in the same way. Circle the rating you would give this material.

Excellent Satisfactory Poor Totally Inadequate

9. Additional comments you may wish to make.

Please forward completed
User's Evaluation form to:

Director
Employment Counselling Division
Occupational and Career Analysis
and Development Branch
CEIC
Ottawa

Attention: ACEC Co-ordinator

Appendix A: ACEC Audio Cassettes

ACEC Cassette #1

Side A:

a) Preface to ACEC
b) Introduction to ACEC

Side B:

Sampling of Counsellor-Client Dialogue for each of the Ten ACEC Tasks

ACEC Cassette #2

Sample Responses to ACEC Practice Exercises

ACEC Cassette #3

Side A:

ACEC Interview #1

Side A:

ACEC Interview #2 and Critique